

**A DESCRIPTIVE STUDY ON READING COMPREHENSION  
ACHIEVEMENT OF THE SECOND YEAR STUDENTS AT SMPN 1  
KENCONG IN THE 2003/2004 ACADEMIC YEAR**

**THESIS**



Presented as a Prerequisite to Obtain the (S-1) Degree  
at the English Education Program of the Language and Arts Department of  
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the University of Jember



By :

**MOHAMMAD ALI WAFAN**  
NIM. 990210401146

**ENGLISH EDUCATION PROGRAM  
FACULTY OF TEACHER TRAINING AND EDUCATION  
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2004**

**MOTTO:**

GOD WILL NOT CHANGE YOUR FATE UNLESS YOU  
ENDEAVOUR TO CHANGE IT.

(Ar-Ra'du:11)



## DEDICATION

This thesis is honorably dedicated to:

1. My beloved mother, Hj. Siti Maisyaroh, *your prayers encourage my struggles* and my beloved father, H. Nur Hayim, *you have done many things for my future*
2. My beloved sisters, Nur Azizah and her husband, Edi, and Anis and my daughter Agus. Thanks for your attentions and supports. I love you all so much, you always make me happy.
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4. My best friends Brian and Nasir. Thanks for your friendship.
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CONSULTANT APPROVAL

A DESCRIPTIVE STUDY ON READING COMPREHENSION  
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AT SMPN 1 KENCONG IN THE 2003/2004 ACADEMIC YEAR

THESIS

NAME : MOHAMMAD ALI WAFAN  
NIM : 990210401146  
LEVEL : 1999  
DEPARTMENT : LANGUAGE AND ART EDUCATION  
PROGRAM : ENGLISH EDUCATION  
DATE OF BIRTH : 29 AUGUST 1980

Approved by the Consultants,

Consultans I



Drs. I Putu Sukmaantara, M.Ed  
NIP: 131 878 793

Consultans II



Eka Wahyuningsih, S.Pd.  
NIP: 132 133 384

EXAMINATION APPROVAL


This thesis is examined and approved by the examination committee of the Faculty of Teacher Training and Education, the University of Jember

Day : Friday

Date : October 22, 2004

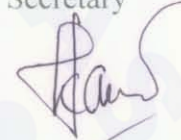
Venue : Faculty of Teacher Training and Education, Jember University

Chairperson



Dra. Siti Sundari, MA  
NIP: 131 759 842

Secretary



Eka Wahyuningsih, S.Pd  
NIP: 132 133 384

Members,

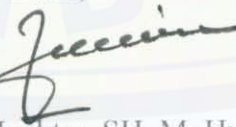
1. Dra. Hj. Wiwiek Istianah, M.Kes, M. Ed.  
NIP: 131 472 785



2. Drs. I Putu Sukmaantara, M. Ed.  
NIP: 131 878 793



Dean,



Drs. Gram Muchtar, SH, M. Hum  
NIP: 130 810 936

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Jember, October 2004

The Writer

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ABSTRACT

**Mohammad Ali Wafan, October 2004, A Descriptive Study on Reading Comprehension Achievement of the Second Year Students at SMPN 1 Kencong Jember in the 2003/2004 Academic Year, Thesis, English Program, Language and Art Department, the Faculty of Teacher Training and Education, Jember University.**

**Consultants: (1) Drs. I Putu Sukmaantara, M.Ed.**

**(2) Eka Wahyuningsih, S.Pd.**

**Key words: Reading Comprehension Achievement**

In general, this research was intended to describe the reading comprehension achievement of the second year students at SMPN 1 Kencong in the 2003/2004 academic year. The specific objectives are: (1) to describe the second year students' achievement of word comprehension of SMPN 1 Kencong in the 2003/2004 academic year. (2) to describe the second year students' achievement of sentence comprehension of SMPN 1 Kencong in the 2003/2004 academic year. (3) to describe the second year students' achievement of paragraph comprehension of SMPN 1 Kencong in the 2003/2004 academic year. This research used cluster random sampling to determine the respondents. The main data were collected by using reading test and the supporting data were collected by using interview and documentation. The results of reading test were analyzed statistically in the percentage. The results of the data analysis showed that on average, the students' reading comprehension achievement was more than enough ( $M = 68.96\%$ ). Specifically, the results showed that on the average, the students' word comprehension achievement was more than enough ( $M = 75.23\%$ ); the students' sentence comprehension achievement was more than enough ( $M = 72.92\%$ ); the students' paragraph comprehension achievement was poor ( $M = 49.65\%$ ). Based on the results, it is suggested that the English teacher should improve the students' reading skill by giving them a lot of exercises of reading comprehension.



## I. INTRODUCTION

This research was intended to investigate the reading achievement of the second year students of SMPN 1 Kencong, since reading is still the most important skill of English that students need to learn (Depdiknas, 1999:2). This chapter presents the introduction of the research. It includes the background of the research, problem of the research, operational definition of the variable, objectives of the research, and the significances of the research.

### 1.1 Background of the Research

English is used as a means of communication among people all over the world. According to Crystal, in Toolan (1997:8), English nowadays has become a mother tongue or the first language for a dozen nation and around 400 millions speakers, and it is spoken as a second language for another 250 millions speakers. Further, English is spoken either as a foreign language and as a second language for about one billion speakers. It is about one third of the world's population uses English language. Based on the fact, it is credible that English has become the global language that is used by the people all over the world. Further, Crystal confirms that English is not only used in communicating among people, but also in transferring much important information to any of study such as science, medicine, technology, academic, news, trading, etc. Considering the importance of English, people need to master it in order to be able to take part and share their knowledge in this global communication.

In Indonesia, English is taught as one of compulsory subjects at senior high schools, junior high schools and as a local content subject at elementary schools. In the 1994 English Curriculum of Junior High School, it is stated that English is a foreign language that must be taught in Junior High School. The aim of teaching English in Junior High school is to develop students' ability to communicate both actively and passively in simple English (Depdiknas, 1999:2).

In addition, there are four language skills in English that should be mastered by students, namely; listening, speaking, reading, and writing

(Depdiknas, 1999:2). They can be classified into two groups. They are productive skills (speaking and writing) and receptive skills (reading and listening). Actually, each language skill is tightly connected to one another. For example, listening can affect the speaking process. If the students can listen well, they will know how to pronounce correctly and understand the meaning well, so they can pronounce the words correctly and use it correctly in the real situation. On the contrary, they cannot speak the words correctly if they do not know how to pronounce it well. So, they are very closely related to one another. In other words, if someone wants to be a good English learner, he/she should master the four language skills.

Based on Gie (1994:73) reading is the most important thing in studying because about 85 percent of students' activities in studying English is reading. Further, Muddox (1983:76) assumes that 90 percent of private study is taken up in reading, especially English and history.

Based on those opinions, reading is considered more important than the other three skills. It is because the students spend most of the time in reading texts. Most of the materials are presented in the reading comprehension text, even though the teacher wants to teach grammar or other language elements.

In addition, the large number of junior high school students in each class (about 40 to 50 students) will affect the result of the teaching learning process. The teacher cannot distribute his/her attention to the whole class equally. Based on Budiono (1995:2) the students' achievement in English especially in reading is fair, because English is not practised for daily communication. Only some students can absorb the author's expressed thinking in the reading text. In other words, they find it hard for them to understand all the information written in English. The students' achievement of reading comprehension still needs to be improved.

As reading comprehension achievement is represented by students' achievement in understanding words, sentences, and paragraphs, the students should anticipate this problem with private reading. In line with this, Burns (1984:157) states that the students can expand their reading time by allocating special time privately for their reading activity. Hopefully, they can improve their

achievement on reading comprehension. In addition, they are encouraged to gain information on various kinds of field-study by reading. The sources of any science and technology development are usually taken from Western countries; most of them are presented in books. That is why they should read many books to enlarge their knowledge, even though they are written in English. Thus, it is sensible if they find reading comprehension as a complex.

Based on the interview with English teacher at SMPN 1 Kencong (as preliminary study), it was known that the English teacher is emphasized on reading skill. It means that the other language skills and the language components are taught integratedly with reading. The teaching of reading covers word comprehension, sentence comprehension, and paragraph comprehension.

Considering the description above, the research in the topic about the students' achievement of reading was conducted. The only reason is because of the great curiosity to find out whether the students' achievement of reading comprehension is good or not.

## **1.2 Problem of the Research**

The first step that must be taken by the researcher in conducting a research is formulating selecting a research problem. McMillan (1992:31) states that a good research states a problem clearly, explicitly and concisely communicate to the reader and user of research the specific questions addressed in the study.

Based on the background of the research, the problem formulations of the research can be formulated as follows:

1. General problem:
  - How is the reading comprehension achievement of the second year students at SMPN 1 Kencong in the 2003/2004 academic year?
2. Specific problems:
  - How is the word comprehension achievement of the second year students at SMPN 1 Kencong in the 2003/2004 academic year?
  - How is the sentence comprehension achievement of the second year students at SMPN 1 Kencong in the 2003/2004 academic year?
  - How is the paragraph comprehension achievement of the second year students at SMPN 1 Kencong in the 2003/2004 academic year?

### **1.3 Operational Definitions**

Operational definitions of the terms used in this study are needed to avoid misunderstanding between the researcher and the reader about the concepts. The concepts that are necessary to be defined operationally in this research are descriptive study and reading comprehension achievement.

#### **1.3.1 A Descriptive Study**

A descriptive study is a study that is not intended to prove any hypothesis, but it is intended to describe a certain situation systematically, accurately and factually (Arikunto, 1998:245). This descriptive study is intended to describe the reading comprehension achievement of the second year students at SMPN 1 Kencong in the 2003/2004 academic year systematically, accurately, and factually.

#### **1.3.2 Reading Comprehension Achievement**

In this research, reading comprehension achievement can be defined as the students' achievement in comprehending words, sentences, and paragraphs in the reading text in the form of passages consisting of several paragraphs.

### **1.4 Objectives of the Research**

Based on the research problems, the objectives of the study are classified into general and specific objectives.

#### **1.4.1 The General Objective**

The general objective of this research is to describe the reading comprehension achievement of the second year students at SMPN 1 Kencong in the 2003/2004 academic year

#### **1.4.2 The Specific Objectives**

Based on the general problems, the specific objectives of this research are as follows:

#### 1.4.2 The Specific Objectives

Based on the general problems, the specific objectives of this research are as follows:

1. To describe the students' achievement of word comprehension of the second year students at SMPN 1 Kencong in the 2003/2004 academic year.
2. To describe the students' achievement of sentence comprehension of the second year students at SMPN 1 Kencong in the 2003/2004 academic year.
3. To describe the students' achievement of paragraph comprehension of the second year students at SMPN 1 Kencong in the 2003/2004 academic year.

#### 1.5 The Significances of the Research

This research was conducted in order to give significant impact or some significances, for the English teacher, f the students, and other researchers.

##### a. For the English Teachers

The research results hopefully, can give some information about the second year students' achievement of reading comprehension. They can be used as a consideration to develop the teaching of reading to improve the students' reading skill in reading English.

##### b. For the Students

The results can give the students information about their reading comprehension achievement, so that they can build their own reading strategy to improve it. In addition, this can motivated to improve their reading comprehension skill. Besides, if they know that they have a good reading achievement, it can influence the other skills (speaking, writing, and listening), as well.

##### c. For Other Researchers

The findings of this research can be used as a reference to conduct a further research on the similar problem of the issue by using a different design, such as experimental research or classroom action research to improve the students' reading comprehension achievement by using the appropriate reading technique.





## II. REVIEW OF RELATED LITERATURE

This chapter presents the literature review related to the research problem. The theories reviewed cover the meaning of reading and its relationship with other skills, reading comprehension skills that involves comprehending words, comprehending sentences, comprehending paragraphs, previous researches on reading comprehension achievement and the reading material for even semester of the second year students at SMPN 1 Kencong in 2003/2004 academic year.

### 2.1 The Meaning of Reading and its Relationship with the Other Skills.

Reading is one of the basic language skills taught at English Subject at SMPN 1 Kencong. The primary purpose of reading is to improve the students' achievement in understanding English written form. As a result, every activity of English lesson at school involves reading (Depdiknas,1999:2).

Carrel, et al (1988:2) state that reading is viewed as a decoding process or reconstructing the printed letters and words, and building up a meaning for a text from the smallest textual unit at the "bottom" (letters and words) to a large unit at the "top" (phrases, clauses, and intersectional linkages). It means that reading is a receptive language skill, where a reader decodes meaning from the author's.

Further, a reader is hoped to do more than just read the text. He/she must recognize the printed materials and gain the meaning. So, at least, a reader can identify the author's message in expressing the written text.

In facing a reading text, a reader will not only read the text, but also should check and ask oneself questions, predict and guess what information the text has (Grellet, 1996:8). Carrel, et al (1988:4) support this idea by saying that in reading process, a student is expected to make prediction to process the information by using prior experience or background knowledge especially linguistic prior knowledge. It means that students will get information about the text by processing and predicting what the text is about by using their prior experience.

In addition, Harris and Smith (1972:6) explain the correlation of reading with several language skills. They say, "I can think what I can think. I can say

what I can say. I can write what I can write, and I can read what I can read. A reader can then know my thought". Thus, reading, which correlates with speaking, writing and listening, is regarded as an expression of thought with language as intermediary.

Kustaryo (1988:12) claims that in order to understand the meaning of what they are reading or in comprehending the English reading text, the students must understand vocabulary, seeing the relationship among words and concept, organizing ideas, recognizing the author's purpose, making judgement and evaluating. It means that students should have some other skills to do in comprehending English reading text.

From those above statements it can be summarized that reading comprehension simply focuses on understanding what we read. However, the activities involved are not as simple as that because it requires other skills. The most important is, it deals with comprehending words, comprehending sentences, and comprehending paragraphs.

## **2.2 Reading Comprehension Skills**

In the Basic Course Outline for the Teaching Program (GBPP 1999) it is stated that reading comprehension skills that must be achieved include finding the topic of the text, finding the main idea and supporting detail and making inference. Furthermore, it is also stated that the output in reading comprehension that must be acquired are as follows:

- finding the gist of the text;
- getting the general figure about the contents of the text;
- finding the main idea and supporting details;
- making inference;
- getting enjoyment;
- interpreting word meaning, phrase, and sentence according to the text.

In this case, the writer conducted the research on (1) finding the gist of text, (2) finding main idea and supporting details, (3) making inference. The three aspects

in this research are equals with comprehending words, comprehending sentences, and comprehending paragraph.

McWhorther (1986:90) points out that reading comprehension skill is divided into three: comprehending words, comprehending sentences, and comprehending paragraphs. The following section will discuss each of them in detail.

### 2.2.1 Comprehending Words

The first step that a teacher should do to encourage students' reading comprehension is to improve the students' comprehension on the meaning of words. Lack understanding of a single word may irritate the students' effort to get the meaning of a part or all ideas in a paragraph (Logan and Logan, 1972:373). The words that they do not understand will bring them to a situation where they cannot catch what the text is about. In line with this, Burns (1984:161) states that understanding printed material depends upon knowledge of a word meaning. Therefore, it is better for a teacher to enclose the unfamiliar word in any reading texts. They should also make sure that the text given to the students is suitable with their prior knowledge. Furthermore, Young and Seavage (1982:373) state that a teacher should socialize the words and their meaning before they are given to the students in the form of a text. It means that before giving the materials to the students, a teacher should teach the unfamiliar words by explaining the meaning of the words.

Further, according to Gray's explanation (1963:12), there are three kinds of words. They are concrete words, relative words, and abstract words.

#### A. Concrete Words

Concrete words are words that have the meanings which are established by more or less regular reference to actual object. For example *Plate*, it has a definite core of meaning because it is used to apply to a kind of tool for eating, even though people may argue the specific information about the plate, with big, small or medium size. It can be concluded that concrete words are words for

physical objects that can be perceived by the senses that we can see, touch, or smell the object.

### **B. Relative Words**

Relative words are the words that do not have many definite meanings as a direction of meaning in quality. It will depend on the experience and intention of the user. For example the word *Green*, it should be specified with additional words for a better understanding of proposed green. The additional words might be *light* or *dark* so we will be sure what type of green color it is. At the time we come across with the word *rich*, in Jember, for upper economical class, having Rp. 1.000.000,00 of a week salary might be rich. Different case can be found in Jakarta, upper economic class may have more than Rp. 1.000.000,00 salary per week. It can be concluded that relative words are words that direct our sense and intention into definite meaning based on our background knowledge.

### **C. Abstract Words**

Abstract words are the words that do not have specific observable reference against which their meanings can be checked. They are commonly deals with acts (trading, murder) or relationship (citizenship, membership). For example the word *beauty*, it does not have core of meaning because it is not physical objects that can be perceived by the senses in which we can see, touch, or smell the object. It can be concluded that abstract words are words for concepts. It is the ideas that exist in our minds only.

#### **2.2.2 Comprehending Sentences**

The skill to understand the meaning of sentences in a paragraph is extremely needed. However, it is impossible to know the meaning of every word found in every sentences in a reading passage. As a result, one should develop his ability in guessing the meaning of a certain word in the sentence. When he/she does it, he/she has to neglect the unfamiliar words in the context.

In line with this, Gie (1994:111) states that;

*“Setiap mahasiswa harus berusaha menangkap buah pikiran yang terkandung dalam tiap-tiap kalimat. Jangan terlampau memikirkan kata-kata yang tidak dimengerti. Jadi dalam hal ini seorang mahasiswa hendaknya tidak berusaha untuk mengerti tiap-tiap perkataan, melainkan harus mengerti maksud dari tiap-tiap kalimat”.*

The explanation can be interpreted that every students should not pay attention to the unfamiliar words, but they must grasp the idea of every sentence. In this case, they must neglect unfamiliar words because they can spend too much time to find the meaning of a single word. So, it is a must for the students to try to catch the main point exists in each sentence. They are not allowed to concentrate their mind on unfamiliar words only. Instead, they should try not to understand each speech, but understand the main point of each sentence.

McWhorter (1986:85) states that understanding sentences is essential to all comprehension skills and to the effective reading, especially for studying a textbook chapter. It can be concluded that the main point in reading is to comprehend sentences not to comprehend words. Besides, understanding sentences will involve some skills, they are identifying key ideas, locating details, identifying sentences that combined ideas, identifying sentences that related ideas. Based on the ideas of McWhorter's (1986:87), the explanations of each of those skills are presented in the following part.

#### **a. Identifying Key Ideas**

Every sentences expresses at least one key idea, or basic message. It consists of two parts namely a simple subject and a simple predicate. The simple subject is a noun that identifies the person or object of the sentence. The simple predicate is a verb which tells what the person or object is doing. For example:

*Indonesia proclaimed her independence on August 17<sup>th</sup>, 1945 in Jakarta.*

In this sentence, the key ideas are Indonesia as subject and proclaimed as predicate.

**b. Locating Details**

The next step in understanding a sentence is to see how the details affect its meaning. Most details either add to or change the meaning of the key idea. Usually, they answer such questions about subject or predicate as what, where, which, when, how, or why.

For example:

1. Ratna drove her car to Jakarta yesterday.

S            P            What            Where            When

In this sentence, the details refer to the answer of the question what, where, when, etc. Thus, the questions are as follows:

1. When did Ratna drive her car to Jakarta?

The answer of the key word “when” refers to the time of the action, that is yesterday.

2. Where did Ratna drive her car yesterday?

The answer of the key word “where” refers to the place of the action, that is to Jakarta.

3. What did Ratna drive to Jakarta?

The answer of the key word “what” refers to the media of the action, that is her car.

( Adopted from: Simanjuntak, 1988:95)

**c. Identifying Sentences that Combine Ideas**

A sentence always expresses one idea. Two or more complete ideas can be built or combined into one sentence. According to McWhorter (1986:65), there are many sentences which express more than one key idea. This is done for one of three reasons: (1) to clarify the ideas, (2) to emphasize their connection, or (3) to show that they are equal importance. It means that a writer can combine two or more closely related idea into one sentence.

For example:

The construction of the building took three years; its destruction took three minutes.

In this sentence two related ideas are combined:

1. The construction of the building took three years.
2. The destruction of the building took three minutes.

It is important to notice both key ideas when students read combined sentences.

Do not read fast because it is easy to miss the second idea.

Further, two ideas can be connected in one of two ways:

a. Using a semicolon

We use semicolon to join two parallel sentences without using a linking word.

Example: Television is entertaining; it is educational.

b. Using a comma followed by a conjunction (and, but, or, nor, so, for, yet, and etc). We use comma to join two parallel sentences using linking word.

Example: Television is entertaining, and it is educational.

#### **d. Identifying Sentences that Relate Ideas**

Often, a writer expands a sentence by adding a related but less important idea. This related idea has its own noun and verb, but it expresses an incomplete thought and cannot stand by itself (McWhorter, 1986:90).

For example:

*I did my English homework when I waited for the bus.*

In this sentence, the more important idea is “waited for the bus”. The first part of the sentence gives an activity that explains the second part.

It is important to notice a reader about the relationship between ideas in this type of sentences. There are many functions of the less important idea.

Among them are:

1. Describes

Example: My brother, *who lives in Surabaya*, called me last night.

2. Expresses cause

Example: *Because he has studied hard*, he passed all his exams.

3. States purpose or reason

Example: Adi has saved his salary for about five years, *so he could buy a new car*.

#### 4. Describe conditions

Example: *If you agree with my plan*, I will start to do it.

#### 5. Expresses time relationships

Example: *While I was waiting for the rain*, I read a newspaper.

### 2.2.3 Comprehending Paragraph

A paragraph is a group of related sentences about a single topic. In order to be able to understand a paragraph, the first thing to do is to know what the paragraph tells. The second is to understand each sentence and what they are saying. The third is to see how the sentences relate to one another. Finally, a reader has to consider what all the sentences, taken together, mean, in order to understand the main point of the paragraph.

According to McWhorter (1986:102), a paragraph has three essential parts, they are topic, main idea, and supporting detail.

The description of each parts are as follows:

#### 1. Identifying the Topic

Topic is the one thing a paragraph is about. Every sentence in a paragraph discusses or explains the topic. The topic of a paragraph can be assumed as the subject of the entire paragraph. To find the topic of a paragraph, a reader can ask a question: what is the one thing the author is discussing throughout the paragraph?

#### 2. Identifying Main Idea

Main idea is the point of the whole paragraph makes. Finding the main idea is one of the most important specific skills. McWhorter (1986:110) states that to find the main idea, the first thing to do is to decide what the topic is about. Then, the reader should ask themselves this question: what is the author trying to say about the topic? Further, Hancock, in Simanjuntak (1988:103) defines that main idea is the essence of the paragraph, or rather what the author is trying to get across to the reader. In other words, that is what the author wants a reader to know



about. The main idea is the important idea that the author develops throughout the paragraph.

Usually, main idea is expressed in one sentence. The sentence that expresses the main idea is called the topic sentence. The topic sentence can be located anywhere in the paragraph. However, there are several position where it is most likely to be found. The positions are in the first sentence, in the last sentence, in the middle of the paragraph, or in the first and last sentences. The examples can be seen in appendix 16.

### **3. Identifying Details**

Details are those facts and ideas that prove or explain the main idea of a paragraph (McWhorter,1986:115). Details are necessary in order to explain thoroughly the ideas the author wants a reader to know about the main idea. However, not all the details do support the main idea because not all of them are important. On the other hand, the key supporting details within a paragraph are those statements carry the primary supporting evidence needed to back up the main idea. To find the supporting details in a paragraph, the reader may ask this question: What are the main facts the author uses to back up or prove what he said about the topic?

### **2.3 Previous Research of Reading Comprehension Achievement**

Based on the reading comprehension achievement research in SLTPN 1 Arjasa in the 2002/2003 academic year it was known that in general, the students' reading comprehension achievement is classified as enough (58.51%). This result was supported by the mean score of each indicator as follows:

- word comprehension :50.99% or poor classification
- sentence comprehension :56.15% or enough classification
- paragraph comprehension :70.75% or more than enough classification
- the whole text comprehension :62.17% or enough classification

(Fitriah, 2003:32)

The previous research set out instrument in four stages to measure the students' word comprehension, sentence comprehension, paragraph comprehension and the whole text comprehension. The results indicate that the effectiveness of the English teaching at SLTPN 1 Arjasa was still quite low. The students did not perform good comprehension in comprehending word (50.99%).

Considering the description above, the research in the topic about the student's reading comprehension achievement still needs to be improved.

#### **2.4 The Reading Teaching Materials for Even Semester of the Second Year Students at SMPN 1 Kencong in the 2003/2004 Academic Year.**

Since the research observed the students' achievement on reading comprehension, the material for measuring the students' skill in reading should be based on curriculum. The English teaching learning process, based on 1994 English Curriculum, requires four kinds of language skills, namely reading, listening, speaking, and writing. The main focus of all the skills is reading comprehension. The students have two sessions of English subject in a week, with forty-five minutes for each.

Based on 1994 Junior High School Curriculum (1999:14), the students are encouraged to master around two hundred and fifty new words in the vocabulary level of 750 words. The following are the themes that can be found in 1999 Basic Course Outline.

##### **1. Public Facility**

- hotel
- post office
- bank
- public telephone service (wartel)
- pastime places
- eating places
- place of worship
- medical service center.

##### **2. Entertainment**

- dancing
  - movie
  - music
  - drama
3. Animals
- pets
  - wild animal
  - animal of livestock.
  - protector animal
4. Indonesian Geography
- sea
  - nature condition
  - nature resources
  - land
  - air

### **2.5 The Teaching of Reading at SMPN 1 Kencong.**

In SMPN 1 Kencong, teaching of reading through reading comprehension text have been taught by the teacher. He/she has been teaching it integratedly with the other language skills, for example, there are some writing exercises included with the reading activity, since they are the same theme.

In teaching reading, the English teacher gave the reading material and asked the students to read the text by heart. Then, he asked the students to find the unfamiliar words in the text. Next, he wrote a list of those words on the black board and asked them to find the meaning of the words in the contexts. After that, they did the exercises and discussed them together with the students.

The English lesson for the second year students has four sessions in week. It takes 45 minutes for each session. The compulsory book used by the teacher in teaching English was Let's Learn English 2 by PT. Edumedia, Jakarta. The supplementary book used was English for the Junior High School 2B, published by IKIP Malang.

### III. RESEARCH METHODOLOGY

This chapter presents the research methods applied in this research. They are the research design, area determination method, respondent determination method, data collection methods, and data analysis method.

#### 3.1 The Research Design

The research design applied was descriptive quantitative. The research was not intended to prove the hypothesis, but it was intended to describe the students' achievement of reading comprehension that covers comprehending words, comprehending sentences, and paragraphs. The procedures of this research were as follows:

1. Determining the respondents by using cluster random sampling
2. Constructing the instrument of the reading test
3. Trying out the reading comprehension test before being given to the respondents.
4. Collecting the primary data by giving reading test to the respondents
5. Analyzing the collected data quantitatively and classified the quantitative data qualitatively
6. Collecting the supporting data by interview and documentation
7. Drawing the conclusion of the research results to answer the research problems

#### 3.2 Area Determination Method

The area determination method is important in conducting a research. The research area is the area where the research is conducted (Hadi, 2001:83). In this research, the researcher used purposive method. It means that the researcher tried to take some subjects of the research based on certain intention. SMPN 1 Kencong was chosen as the research area because of two reasons. First, it was accessible and easy for the researcher to get permission to conduct a research in that school.

Thus, it saves times, energy, and fund. Second, a research with the same topic has never been conducted at the school before. Third, the English teacher at the school is emphasized on reading skill that covers word comprehension, sentence comprehension, and paragraph comprehension. So, a descriptive research could be conducted at the school.

### 3.3 Respondent Determination Method

The respondents of this research were the second year students of SMPN 1 Kencong in the 2003/2004 academic year. The total number of the population of the second year students of SMPN 1 Kencong was 288 students. They were distributed to six classes with 48 students in each class. However, it is not necessary to use all of the population as the respondents because there are more than one hundred students as the population. Arikunto (1998:120) states that if the population is more than a hundred, 10%-15%, or 20%-25% or more of the population can be taken as the research sample. Therefore, in this research, one class or 16% of the population was taken as the respondents.

This research used cluster random sampling by lottery to determine the respondents. Based on McMillan (1992:73), when it is impossible or impractical to sample individuals elements from the population as a whole, usually there is no exhaustive list of all elements, cluster random sampling by lottery is used.

Before the samples were taken, the homogeneity test of population was done by using ANOVA. The class that was used as the respondent of the research was taken randomly because all of the classes had the same capability. It could be seen from the English scores in the previous semester. Then, the scores were analyzed statistically by applying Anova. The results of Anova is enclosed on Appendix 6.

The result of Anova above was consulted to the F-table with the level of significance 5% in order to prove whether the computation result is significant or not. Based on the results of computation above, the value of F computation (the result of Anova) is 1,18 and the value of F-table with the significance level of 5% is 2,26. Having been compared, the value of F computation was lower than F-

table (1,18<2,26). So, it could be concluded that there were no significant differences on the means of the groups of population. It means that the six classes (the population) were homogeneous. Finally, two class were taken randomly from six classes. The first class was 2E as sample to do the try out test and the second class was 2B as respondents of the research. The data analysis of Anova could be seen on Appendix 6.

### 3.4 Data Collection Methods

Data collection methods are the methods to collect the data needed in this study. There were two kinds of data in this research, the primary and the secondary data. The students' scores of reading comprehension test were the primary data, while all information concerning with the respondents were the supporting data. This research used three methods of collecting data, they were: test, interview, and documentation.

#### 3.4.1 Test

Test is a set of questions or exercises or other instruments used to measure skills, knowledge, intelligence and talent of an individual or a group (Arikunto, 1998:138). In this research, reading comprehension test was used to obtain the primary data that deal with the students' reading comprehension achievement. Further, Arikunto (1998:190-191) states that there are two kinds of test, namely standardized test and teacher made-test. Standardized test is a test constructed on purpose of knowing whether the standard of the institution has been given or not, whereas, teacher-made test is a test created by the teacher to measure the degree of the students in certain materials.

Based on the scoring procedures, test can be divided into subjective test and objective test. Hughes (1996:19) states that if no judgment is required on the part of the score, scoring is objective. On the other hand, if a judgment is called for, the scoring is said to be subjective.

Considering the ideas above, the teacher-made test in the form of objective test was applied in this research. It was chosen because it was intended to measure

the students' achievement of reading comprehension with the consideration that it could be scored easily and quickly.

The number of the test items was 30 items. They were distributed into 9 items for word comprehension; 15 items for sentence comprehension and 6 items for paragraph comprehension. The test material or reading texts were taken from English for SLTP 2, PT. Pabelan. To get the primary data, the test result was scored by dividing the correct answer of each indicator with the number of each indicator. Finally, the result was multiply to 100%.

Talking about the test, it is important to concern about its validity and reliability. Relating to this, McMillan (1992:100) states that validity refers to appropriateness, meaningfulness, and usefulness of specific inferences made from the test scores. In this research, the test was focused on the content validity because the test used was achievement test. A test is said to have content validity if its content constitutes a representative sample of language skills given in the class based on the syllabus and it was constructed based on the research indicators. Therefore, a test is said to be valid if it measures accurately what is intended to be measured (Hughes, 1996:22).

Hughes (1996:42) says that if the test is valid, it must be reliable. Dealing with reliability, McMillan (1992:104) defines it as a consistency of scores or the extent to which measures are free from error. If a measurement has high reliability, it has relatively little errors, and if it has low reliability, there is a great number of errors. The reliability coefficient can be seen in Appendix 9.

Before the test was given to the respondents, the test was tried out to find the reliability. According to Saukah (1997:210), the value of standard score of teacher-made test is 0.50. The test is already reliable if the reliability is more than 0.50.

The results of the try out test was analyzed by using Product Moment and Spearman Brown formulas:

The product moment formula was:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

Spearman-Brown Formula is:

$$r_{11} = \frac{2 \times r_{xy}}{1 + r_{xy}}$$

Note:

$r_{xy}$  = Reliability coefficient for half of the test item.

$\Sigma_{xy}$  = The total number of Odd items x Even items

$\Sigma_x$  = The total number of Odd items

$\Sigma_y$  = The total number of Even items

N = The total number of respondents

$r_{11}$  = Reliability for the whole items

(Adopted from Arikunto, 1998:147)

It has been stated above that the try-out was also done to find the degree of items difficulty. In this study, the test was designed based on three categories of normal curve distribution. The three categories of difficulties were easy, sufficient, difficult with ratio 3-5-2 (Sudjana, 1990:136). Putting this ratio is for fulfilling the requirement of a good test which needs a proportional distribution of three categories. Then, three categories of difficulties are assigned for analyzing the results of index difficulty of each section done by the students using the following formula:

$$I = \frac{B}{N}$$

Note: I = The index of difficulty

B = The number of the correct answers

N = The number of the respondents



**Table.1 The index of Difficulty Levels**

<b>The Index of Difficulty</b>	<b>Criteria</b>
0.00-0.30	Difficulty
0.31-0.70	Sufficient
0.71-1.00	Easy

(Adopted from Sudjana, 1990:137)

### **3.4.2 Interview**

Interview is the process of obtaining information done by having face to face conversation between the interviewer and interviewee (Nasir, 1988:234)

In this research, interview was used to gain the supporting data dealing with the teaching of reading to the second year students of SMPN 1 Kencong, especially about the techniques used by English teacher in teaching reading, the materials of reading taught to the students, and the English books used by the teacher in teaching English. The interview was conducted with the English teacher of the second year students. In this research, semi structured interview was applied because while interviewing the English teacher, a list of questions related with the supporting data was prepared by interviewer. The guide of interview can be seen on appendix 2.

### **3.4.3 Documentation**

Documentation is a technique used to get the data in the form of notes, transcript, book, newspaper, magazine and others (Arikunto, 1998:148). In this research, documentation was used to get the supporting data about the school location, the personnel, the facilities and the names of respondents.

### **3.4.4 Data Analyzing Method**

The data collected in the form of the students' scores of reading comprehension test were analyzed by using the following formula:

$$E = \frac{n}{N} \times 100\%$$

E = the percentage of students' reading test

n = the students' reading test score

N = total item scores

(Adopted from Ali, 1987:184)

This formula was used to analyze the primary data statistically and then, the results were classified based on the classification of the score levels below:

Table 2: Score Level Classification

<b>SCORE (%)</b>	<b>CATEGORY</b>
96 – 100	Excellent
86 – 95	Very good
76 – 85	Good
66 – 75	More than enough
56 – 65	Enough
46 – 55	Poor
36 – 45	Very poor
26 – 35	Bad
.... – 25	Very bad

(Adopted from Depdikbud, 1995:10)

## IV. RESEARCH RESULTS AND DATA ANALYSIS

This chapter presents the research results. The results consisted of primary data and supporting data. The primary data were obtained from the results of reading comprehension test, while the supporting data were obtained from the results of interview, and documentation. They are reported in the following sections.

### 4.1 The Results of Tried Out Test

Before the reading comprehension test was given to the respondents, it was tried out first to the other group of students who were not the respondents of this research. However, the students had the same level as the real respondents. The try out was intended to know the reliability of the test items. According to Arikunto (1998:215), the try out is administered to know the reliability coefficient, the index of difficulty level, to make sure whether the test is not too difficult or easy, the instruction is understandable or not, and the allocated time is enough or not.

The try out test was administered on June 18<sup>th</sup> 2004. It was given to class 2E of SMPN 1 Kencong Jember in the 2003/2004 academic year, which consisted of 48 students. Thus, the respondents of try out test was 48 students. The steps of testing the reliability test, the results of try out test, and the data analysis are enclosed on Appendices 7,8, and 9. Then, the reliability coefficient of the test was analyzed by using product Moment and Spearman-Brown formulas. The research showed that the value of  $r_{xy}$  (reliability coefficient for half of the test item) was 0.36 and the value of  $r_{11}$  (reliability for the whole items) was 0.53. Meanwhile, according to Saukah (1997:210), the value of standard score of teacher- made test is 0.50. In this research, the reliability was 0.53. Therefore, it can be justified that the test was reliable.

It has been stated above that try-out was also done to find the degree of items difficulty. Then, three categories of difficulties were easy, sufficient, and difficult. They were designed for analyzing the difficulty of each item done by the students by

using following formula:

$$I = \frac{B}{N}$$

Note: I: index of difficulty

B: the number of correct answer

N: the number of respondents taking the test

### The Index of Difficulty Levels

The Index of Difficulty	Criteria
0.00-0.30	Difficulty
0.31-0.70	Sufficient
0.71-1.00	Easy

(Adopted from Sudjana, 1990:137)

Table 3 below presents the analysis of items difficulty.

**Table 3: The Analysis of Items Difficulty**

No	N	B	I	Category
1	48	46	0.96	easy
2	48	12	0.25	difficult
3	48	33	0.69	sufficient
4	48	33	0.69	sufficient
5	48	30	0.63	sufficient
6	48	33	0.69	sufficient
7	48	31	0.65	sufficient
8	48	33	0.69	sufficient
9	48	33	0.69	sufficient
10	48	32	0.67	sufficient
11	48	30	0.63	sufficient
12	48	14	0.29	difficult
13	48	30	0.63	sufficient
14	48	32	0.67	sufficient
15	48	12	0.25	difficult
16	48	47	0.98	easy
17	48	42	0.88	easy
18	48	47	0.98	easy

19	48	31	0.65	sufficient
20	48	47	0.98	easy
21	48	46	0.96	easy
22	48	48	1	easy
23	48	43	0.9	easy
24	48	44	0.92	easy
25	48	14	0.29	difficult
26	48	32	0.67	sufficient
27	48	32	0.67	sufficient
28	48	33	0.69	sufficient
29	48	14	0.29	difficult
30	48	14	0.29	difficult

From the table 3 above, it could be seen that among 30 items, there were 6 items or 20% with the index of difficulty less than 0,30. It means that the items were categorized as difficult. There were 15 items or 50% with the index of difficulty falling between 0,31-0,70. It means that the items were categorized as sufficient. Then, there were 9 items or 30% with the index of difficulty more than 0,70. It means that the items were categorized as the easy ones. In addition, the instruction was understandable. It could be seen on their answer sheet. When the students were doing the test, they never asked about the instruction. The time allocated for the try out test was enough. Besides, there were no questions that must be revised since the test items were reliable.

## 4.2 The Primary Data

In this research, the primary data were obtained from the results of reading comprehension test.

### 4.2.1 The Result of Reading Comprehension Test.

The test was used to get the primary data about the students' reading comprehension achievement. The test was conducted on June 28<sup>th</sup> 2004. The number of reading comprehension test was 30 items in the form of multiple choice and

covering word comprehension (9 items), sentence comprehension (15 items) and paragraph comprehension (6 items).

The following table presents the analysis results of the students' scores of reading comprehension test of each indicator.

**Table 4: The Students' Reading Comprehension Test Scores**

NR	The Number of Correct Answers of Each Indicators			The Total	
	WC (Total:9)	SC (Total:15)	PC (Total:6)	Correct Answer	Score (%)
	1	7	12	4	23
2	7	12	2	21	70.00
3	7	13	4	24	80.00
4	7	12	2	21	70.00
5	6	11	3	20	66.67
6	7	12	3	22	73.33
7	8	11	4	23	76.67
8	5	12	3	20	66.67
9	7	11	3	21	70.00
10	6	11	1	18	60.00
11	8	10	4	22	73.33
12	7	11	4	22	73.33
13	6	12	4	22	73.33
14	7	13	3	23	76.67
15	7	9	1	17	56.67
16	7	10	5	22	73.33
17	7	10	3	20	66.67
18	7	9	2	18	60.00
19	6	11	1	18	60.00
20	7	11	3	21	70.00
21	8	12	1	21	70.00
22	8	9	2	19	63.33
23	7	10	2	19	63.33
24	7	13	4	24	80.00
25	7	10	4	21	70.00
26	7	7	3	17	56.67

27	8	11	5	24	80.00
28	7	13	2	22	73.33
29	7	8	2	17	56.67
30	5	8	2	15	50.00
31	9	9	2	20	66.67
32	8	8	2	18	60.00
33	7	14	3	24	80.00
34	5	12	4	21	70.00
35	5	13	3	21	70.00
36	5	12	2	19	63.33
37	7	7	4	18	60.00
38	7	14	4	25	83.33
39	7	9	4	20	66.67
40	5	9	3	17	56.67
41	8	13	2	23	76.67
42	7	7	4	18	60.00
43	6	14	2	22	73.33
44	8	9	4	21	70.00
45	6	12	3	21	70.00
46	5	12	4	21	70.00
47	6	12	3	21	70.00
48	7	15	4	26	86.67
<b>Tot</b>	<b><math>\sum WC</math> =325</b>	<b><math>\sum SC</math> = 525</b>	<b><math>\sum PC</math> =143</b>	<b><math>\sum WC+\sum SC+\sum PC</math> = 993</b>	<b>3310.00</b>

Note:

NR : Number of Respondent

WC : Word Comprehension

SC : Sentence Comprehension

PC : Paragraph Comprehension

$\sum WC$  : Total correct answer of WC

$\sum SC$  : Total correct answer of SC

$\sum PC$  : Total correct answer of PC

Score(%) : The total number of each students' score in percentage

#### 4.2.2 Data Analysis

After the data were obtained, they were analyzed by using the following formula:

$$E = \frac{n}{N} \times 100\%$$

The detail calculations are as follow:

E: The percentage of the students' achievement of reading comprehension of each indicator

n: The total score of each indicator gained by the students.

N: The total score of the test items of reading in each indicator.

(Total right answer X Total number of respondent)

**The students' achievement in comprehending words was:**

$$n = \sum WC$$

$$N = 9 \text{ items} \times 48 \text{ respondents} = 432$$

$$\begin{aligned} E &= \frac{\sum WC}{432} \times 100\% \\ &= \frac{325}{432} \times 100\% \\ &= 75.23\% \end{aligned}$$

**The students' achievement in comprehending sentences was:**

$$n = \sum SC$$

$$N = 15 \text{ items} \times 48 \text{ respondents} = 720$$

$$\begin{aligned} E &= \frac{\sum SC}{720} \times 100\% \\ &= \frac{525}{720} \times 100\% \\ &= 72.92\% \end{aligned}$$



**The students' achievement in comprehending paragraphs was:**

$$n = \sum PC$$

$$N = 6 \text{ items} \times 48 \text{ respondents} = 288$$

$$\begin{aligned} E &= \frac{\sum PC}{288} \times 100\% \\ &= \frac{143}{288} \times 100\% \\ &= 49.65\% \end{aligned}$$

**Finally, the students' reading comprehension achievement was:**

$$E = \frac{n}{N} \times 100\%$$

$$n = \sum WC + \sum SC + \sum PC$$

$$N = 30 \text{ items} \times 48 \text{ respondents} = 1440$$

$$\begin{aligned} E &= \frac{\sum WC + \sum SC + \sum PC}{1440} \times 100\% \\ &= \frac{993}{1440} \times 100\% \\ &= 68.96\% \end{aligned}$$

**The result of data analysis was interpreted by using the score level classification as follows:**

NO	Variable/Indicators	Scores(%)	Classification
1.	Reading Comprehension	68.96	More than enough
2	Comprehending Words	75.23	More than enough
3	Comprehending Sentences	72.92	More than enough
4	Comprehending Paragraphs	49.65	Poor

## **4.3 The Supporting Data**

In this research, the supporting data were obtained from the results of interview and documentation.

### **4.3.1 The Result of Interview**

The interview was conducted with the English teacher to obtain the supporting data about the teaching of reading. The results of interview were as follows.

According to the English teacher, the English teaching-learning process has applied the revision of the 1994 English curriculum. Especially, about the teaching of reading skill, the teacher has been teaching it integratedly with the other language skills, for example, there are some writing exercises included with the reading activity, since they are in the same theme.

In teaching reading, the English teacher gave the reading material and asked the students to read the text by heart. Then, he asked the students to find the unfamiliar words in the text. Next, he wrote a list of those words on the black board and asked them to find the meaning of the words in the contexts. After that, they did the exercises and discussed them together with the students.

The English lesson for the second year students has four sessions in week. It takes 45 minutes for each session. The compulsory book used by the teacher in teaching English was Let's Learn English 2 by PT. Edumedia, Jakarta. The supplementary book used was English for the Junior High School 2B, published by IKIP Malang.

### **4.3.2 The Result of Documentation**

Documentation was used to get the supporting data about the school location, the list of respondents, the school facilities and the personnel. The documentation results are presented below.

The research was conducted at SMPN 1 Kencong Jember. It was located at Jl. Krakatau no.78 Kencong Jember.

The respondents of this research were the second year students of SMPN1 Kencong Jember in the 2003/2004 academic year. They were the students of class 2B, which consisted of 48 students. They were taken as the respondents of this research by cluster random sampling from the existing six classes of the second year students. The list of the names of the respondents is enclosed on Appendix 1.

The school facilities of SMPN 1 Kencong that supported the teaching learning process include 18 classrooms, the teachers' room, the headmaster's room, the administration room, the computer room, the library and the science laboratory.

The personnel of SMPN 1 Kencong consist of the Principal, the teachers, the administrative staff and non permanent officer. The list of the names of personnel is enclosed on Appendix 2.

#### **4.4 Discussion**

The topic of this research was the reading comprehension achievement of the second year students of SMPN 1 Kencong in the 2003/2004 academic year. Based on the results of the data analysis, in general, the students' reading comprehension achievement on the average the mean score was classified as more than enough (68.96%), because the mean score was in the interval between 66% - 75% (Dekdikbud, 1995:10).

Based on the data analysis presented above, it could be seen that the percentage of the students' reading comprehension achievement, covering word comprehension, sentence comprehension, and paragraph comprehension was ranged from 49.65% up to 75.23%. The percentage of paragraph comprehension was 49.65% which belonged to the classification of poor; the percentage of sentence comprehension was 72.92% which belonged to the classification of more than enough; and the percentage of word comprehension was 75.23% which belonged to the classification of more than enough.

It was known that the students' comprehending paragraph was the most difficult one among other reading comprehension skills. It happened because in comprehending paragraphs the students had to master the ability to comprehend words and sentences. In line with this, Simanjuntak (1988:101) states that in order to be able to understand a paragraph, the first thing to do was to know what the paragraph was about. Second, to understand each sentence and what they are saying. Third, to see how the sentences relate to one another. Finally, a reader has to consider what all the sentences, taken together, mean, in order to understand the main point of the paragraph. However, comprehending words was the easiest among the others. It happened because in comprehending words, the students had to comprehend the meaning of certain words before they comprehended sentences and paragraphs and the English teacher made the students become more familiar with the words by adding some context in it. In line with this, Young and Savage (1982:92) say that a teacher should socialize the words and their meaning before they are given to the students in the form of text.

Based on the previous research of reading comprehension achievement that had done by Fitriah, showed that the students' comprehending words was the most difficult one among other reading comprehension skills. It happened because the students find that comprehending words without enough context and prior knowledge was very difficult to be done. In line with this, Burns et al (1984:161) said that understanding printed material depends upon a knowledge of a word meaning. The way the teacher taught vocabulary was also as a weakness, it was better for the English teacher to make the students become familiar the words by adding some context.

This research results showed that the second year students reading comprehension achievement should be increased since on the average, their reading comprehension achievement was still classified as more than enough.

## V. CONCLUSION AND SUGGESTION

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### 5.1 Conclusions

Based on the results of the data analysis and discussion in chapter IV, there are some main points that can be drawn here.

#### a. General conclusion:

On the average, the reading comprehension achievement of the second year students at SMPN 1 Kencong Jember in the 2003/2004 academic year was 68.96 or more than enough.

#### b. Specific conclusion:

- On the average, the students' achievement in comprehending words was 75.23% or more than enough.
- On the average, the students' achievement in comprehending sentences was 72.92% or more than enough.
- On the average, the students' achievement in comprehending paragraphs was 49.65% or poor.

The results showed that the students' achievement in comprehending words was better than comprehending sentences and paragraphs. It suggests that the students' reading comprehension achievement need to be improved.

### 5.2 Suggestions

The students' reading comprehension achievement, based on the research finding was more than enough, **68.96%**. Therefore, the researcher would like to give some suggestions to the following persons:

#### a. The English Teacher

The English teacher should try to improve the students' reading comprehension achievement, especially paragraph comprehension by using some other strategies in teaching reading comprehension. In teaching new words or vocabulary for example, the teacher may ask the students to find the meanings of words based on the contexts.

**b. The Students**

The second year students at SMPN 1 Kencong Jember face high difficulty in comprehending paragraphs. This means that they have to practice reading and do the reading exercise a lot to improve their reading skill.

**c. Other Researchers**

It is suggested to other researchers to conduct a further research dealing with the similar problem by using another design, such as an experimental research or classroom action research to reveal better teaching method reading.



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RESEARCH MATRIX

TITLE	PROBLEMS	VARIABLE	INDICATORS	DATA RESOURCES	RESEARCH METHODS
<p>A Descriptive Study on Reading Comprehension Achievement of the Second Year Students at SMPN 1 Kencong in the 2003/2004 Academic Year.</p>	<p><b>General Problem:</b> How is the reading comprehension achievement of the second year students at SMPN 1 Kencong in 2003/2004 academic year?</p> <p><b>Specific Problems:</b> - How is the students' word comprehension achievement of the second year students at SMPN 1 Kencong in the 2003/2004 academic year? - How is the students' sentence comprehension achievement of the second year students at SMPN 1 Kencong in the 2003/2004 academic year? - How is the students' paragraph comprehension achievement of the second year students at SMPN 1 Kencong in the 2003/2004 academic year?</p>	<p>Reading comprehension achievement</p>	<ol style="list-style-type: none"> <li>1. Comprehending word meaning</li> <li>2. Comprehending sentences</li> <li>3. Comprehending paragraph</li> </ol>	<p><b>1. Respondents:</b> Second year students of SMPN 1 Kencong in 2003/2004 academic year</p> <p><b>2. Informants:</b> - English teachers - Administration staff</p>	<p><b>Respondent Determination Method:</b> Cluster random sampling</p> <p><b>Data Collection Method:</b> 1. Test 2. Interview 3. Documentation</p> <p><b>Data Analysis Method:</b></p> $E = \frac{n}{N} \times 100\%$ <p>E = total score in % n = number of right answer N = total test items (Ali, 1987:32)</p>



**Supporting Data instruments**

**I. Interview Guide**

No.	The Supporting Data Taken	Data Resources
1.	How do you implement the revised 1994 English Curriculum?	The English Teacher
2.	What teaching methods do you apply in teaching English?	
3.	How do you teach reading comprehension as the main skill among other skills?	
4.	What English books do you use?	
5.	What problems have you faced in teaching reading so far?	
6.	How is about students' problems?	
7.	How you edge with these difficulties?	

**II. Document Guide**

No.	The Supporting Data Required	Data Resources
1.	The school map	School Document
2.	The names of respondents	
3.	The school facilities	
4.	The school personnel	

**THE LIST OF RESPONDENTS  
CLASS 2B**

NO	NAME	STUDENT'S NUMBER	ADDRESS
1	Abi Latul Hakim	10683	Kraton
2	Anggih Rawakil	10686	Kencong
3	Aprili Dwi P	10883	Kencong
4	Astri Dina WP	10786	Wonorejo
5	Budi Dwi Cahyadi	10733	Kencong
6	Desi Indriati U	10690	Wringinagung
7	Dhea Anastia P	10887	Wonorejo
8	Fauzi Ahmad F	10844	Wonorejo
9	Dwi Puji Astutik	10837	Kencong
10	Dyna Probo Mukti	10739	Gumukmas
11	Edia Fitri D	10889	Kencong
12	Eli Dwi Lestari	10741	Kraton
13	Endang Dwi K	10797	Kencong
14	Enik Risnawati	10742	Jombang
15	Faisal Azis Ibrahim	10841	Wonorejo
16	Feni Wulandari	10652	Gumukmas
17	Fitari Dwi Forestian	10694	Kraton
18	Franky Adi Candra	10655	Kencong
19	Gilang Nur Sandhi	10696	Wonorejo
20	Helmi Febriani	10896	Kencong
21	Imaniar Elsaf Z..M	10803	Wonorejo
22	Ita Lestari	10805	Jombang
23	Joko Eko Fauzi	10703	Gumukmas
24	Juwita Feni P	10704	Wonorejo
25	Khoirotun Anisa	10851	kemc
26	Khusnul Khotimah	10746	Kencong
27	Kristianingsih	10705	Wonorejo
28	Maulida Syafira	10710	Kencong
29	Nona Laiqotul Hima	10908	Gumukmas
30	Rifqi Rivaldi Ridwan	10714	Kencong
31	Riski Dwi Fiyanti	10865	Kencong
32	Roby Andrea Putra	10867	Kencong
33	Rosyida Baiduri	10911	Jombang
34	Septaria Riski	10763	Wonorejo
35	Sri Retnoningsih	10868	Gumukmas
36	Suwito Sudarwanto	10722	Mlokorejo
37	Tiara Eska	10917	Jombang
38	Tirta Adi Winata	10871	Kencong
39	Titin Suharyanti	10919	Paseban
40	Veni Astari	10771	Wonorejo
41	Vivin Ayu T	10873	Wonorejo
42	Willy Susanto	10773	Kraton
43	Windy Firda A	10726	Kencong
44	Wira Dian J	10827	Kraton
45	Yeni Herliana	10727	Kencong
46	Yuni Alifatul C	10776	Jombang
47	Yuni Emitasari	10681	Wringinagung
48	Zain Fathoni	10828	Kencong

## SLTP NEGERI KENCONG

TAHUN PELAJARAN 2003 / 2004

### GURU

No	NAMA / NIP	Tempat / Tgl Lahir	Pangkat / Golongan	TMT	Pendidikan	Ket.
1.	H. A. DJAMANUDDIN Spd Nip. 130 325 582	Surabaya, 1-7-1945	Pembina Tk. I	IV b 1-4-03	S 1	
2.	Drs. H. H. NIP. 130 355 226	Surabaya, 23 Juni 1945	Pembina IV / a	01-04-2000	D.3	
3.	Drs. Subari S. NIP. 131 010 707	Sanyuwangi, 4 Januari 1959	Pembina IV / a	01-04-2000	S.1	
4.	Yp. Rahmawati, BA NIP. 130 532 424	Blitar, 12 Januari 1951	Penata Tk. I / III d	01-10-1998	Sarmud	
5.	Pirhadi NIP. 130 368 499	Gondangrejo, 5 Mei 1947	Penata Tk. I / III d	01-04-1999	D.1	
6.	Roman NIP. 130 520 222	Magetan, 14 Nopemb 1948	Penata Tk. I / III d	01-04-1999	D.3	
7.	Liswiadji, S.Pd. NIP. 130 681 691	Malang, 12 Juni 1957	Penata Tk. I / III d	01-04-1999	S.1	
8.	Tjiptadi, S.Pd. NIP. 130 608 390	Malang, 24 Nopemb 1952	Penata Tk. I / III d	01-10-2000	S.1	
9.	Usnandar NIP. 130 675 899	Malang, 14 Januari 1950	Penata Tk. I / III d	01-04-2001	D.3	
10.	Dra. In Sulistyaningtias NIP. 131 106 244	Jember, 28 Juni 1961	Penata Tk. I / III c	01-04-2001	S.1	
11.	Moh. Bismi NIP. 130 532 861	Jember, 3 April 1948	Penata Tk. I / III d	01-01-2002	PGSLP	
12.	Manicjan NIP. 130 610 726	Jember, 1 Septb 1948	Penata Tk. I / III d	01-01-2002	SIMOA	
13.	Yulius Lukito NIP. 130 640 726	Jogja, 12 Desemb 1944	Penata, III / c	01-04-1999	PGSLP	
14.	MS. Susiyem, S.Pd. NIP. 130 678 585	Jember, 28 Juli 1953	Penata, III / c	01-10-1999	S.1	
15.	Mulyadi NIP. 130 891 819	Jember, 1 Maret 1957	Penata, III / c	01-10-2000	PGSLP	
16.	Elty Widyastuti NIP. 130 897 016	Surabaya, 2 Oktober 1959	Penata III / c	01-10-2000	D.3	
17.	Sudarsono, S.Pd. NIP. 130 924 406	Jember, 2 Maret 1958	Penata III / c	01-10-2000	S.1	
18.	Samsul Asnar, S.Pd. NIP. 131 095 610	Blitar, 1 April 1950	Penata III / c	01-10-2000	S.1	
19.	Moh. Shodiq NIP. 131 044 459	Jember, 2 Januari 1961	Penata III / c	01-10-2000	D.3	
20.	St. Maria Chotimah NIP. 131 095 610	Carmel, 27 Maret 1960	Penata III / c	01-04-2001	D.3	
21.	Adhip Fanani, S.Pd. NIP. 131 431 018	Tulungagung, 7 Juli 1959	Penata III / c	01-04-2001	S.1	
22.	Bambang Sunarka, S.Pd NIP. 131 017 934	Banyuwangi, 2 Oktober 1959	Penata III / c	01-04-2001	S.1	
23.	Clak An Janyani NIP. 131 074 290	Magelang, 23 Nopemb 1963	Penata III / c	01-01-2002	Sarmud	

No	NAMA / NIP	Tempat / Tgl Lahir	Jabatan	TMT	Pendidikan	Ket.
24.	Achmad Nursun NIP. 131 917 934	Jember, 20 April 1962	Penata, III / c	01-01-2002	D.3	
25.	Miodar NIP. 131 093 919	Lumajang, 2 Juli 1967	Penata, III / c	01-01-2002	D.1	
26.	A. Yusuf, S.Pd. NIP. 131 493 623	Jember, 4 Mei 1974	Penata, III / e	01-01-2002	D.1	
27.	Irena Setyaningsih NIP. 131 253 916	Jember, 1 Mei 1962	Penata Muda, III / c	01-04-2000	D.3	
28.	Sri Rahmi NIP. 130 920 832	Nganjuk, 10 Pebruari 1966	Penata Muda, III / b	01-10-1998	D.1	
29.	Sri Widayastuti NIP. 131 617 504	Yogyakarta, 5 Agustus 1955	Penata Muda, III / b	01-10-2000	Sarmud	
30.	Lugo Suprapto NIP. 131 496 323	Jember, 24 Oktober 1962	Penata Muda, III / a	01-04-1999	SMKI	
31.	Sukcyo, S.Pd. NIP. 132 202 137	Tuban, 6 April 1966	Penata Muda, III / a	01-02-2000	S.1	
32.	Murid Muawanah NIP. 132 119 803	Lumajang, 5 Oktober 1966	Penata Muda, III / a	01-10-1999	D.3	
33.	Miauk Rulianah, S.Pd. NIP. 132 202 189	Jember, 17 Maret 1939	Penata Muda, III / a	01-02-2001	S.1	
34.	Diamiah NIP. 130 380 316	Jember, 1947	Penata, III / c	01-10-2001	PGA 6 Th	Guru Pinjaman
35.	Mawida NIP. 131 100 206	Jember, 4 Juli 1947	Penata Muda, III / c	01-10-1999	PGA 6 Th	Guru Pinjaman

DAFTAR USAHA

No	NAMA / NIP	Tempat / Tgl Lahir	Jabatan	TMT	Pendidikan	Ket.
1.	Mun. Kodri NIP. 131 407 460	Lumajang, 20 Agustus 1960	Penata Muda, III / b	01-04-2000	S.1	
2.	Rahmah NIP. 131 527 736	Jember, 4 Mei 1959	Penata Muda, III / a	01-04-2002	SME	
3.	Rendi NIP. 131 650 606	Jember, 10 Mei 1967	Penata Muda, III / a	01-10-1998	SUTA	

No.	Nama	Pangkat/Gol	TMT	PENDIDIKAN	Ket.
1.	R u d a ' i Spd	!	!	S 1 Matematik	
2.	Hendra Utomo Spd	!	!	S.1 Olah Raga	
3.	Tetin Hidayati	!	!	D.3 Bhs.Ing.	
4.	Bambang Hermanto	!	!	SMK Komputer	
5.	Eny Idawati	!	!	SMK Komputer	

Guru Bantu (Kontrak )

1.	Dra.Shartatik	!	!	Juni 2004 S.1 BP/BK	
2.	Berlianti Ba	!	!	April 2004 Sarmud BP/Bk	

Pegawai Tidak Tetap

1.	Mujiati	!	!	SMK	TU
2.	Slamet Susilo Hadi	!	!	SMK	TU
3.	M a j i b	!	!	SMK	TU
4.	Abd.Rohman	!	!	SMK	La
5.	Suprihatin	!	!	SMU	Kop.
6.	Suhartitin	!	!	SMU	PerP
7.	Bagus Harianto	!	!	SMU	Pesu
8.	Mustamin	!	!	STM	Pesu
9.	Nurkholis	!	!	SMU	Pesu
10.	Ahmadi	!	!	S D	Penj
11.	Busar	!	!	SD	Penj



DINAS PENDIDIKAN  
SLTP NEGERI 1 KENCONG  
Jalan Krakatau No. 78 Kencong Jember

DAFTAR NOMINATIF SISWA  
TAHUN PELAJARAN 2003/2004

KELAS 2A

No	No.Induk	N a m a	L/P	Alamat
1	10635	AGUS ROSYID	67,5 L	Kencong
2	10878	AHMAD BAIOWI	70 L	Wonorejo
3	10880	AHMAD ROSIF ARMANTO	65 L	Kencong
4	10731	ALFAN WIDRIANSYAH	58 L	Wonorejo
5	10637	ANDIK KAWIT PRASETYA	62,5 L	Wonorejo
6	10834	ARIF KHOIRUL HUDA	47,5 L	Wonorejo
7	10787	AYU APRILIAWATI PUTRI	87,5 P	Kencong
8	10688	CHAROLINA PRISCA I.	52,5 F	Sidoreno Wonorejo
9	10792	DEIK FREDYANSYAH	60 L	Jombang
10	10738	DWIKA PUTRA PRATAMA	65 L	Kencong
11	10646	EKA LUTFIANSYAH	72,5 L	Ponjen Kencong
12	10843	FARIS SUMARDI	67,5 L	Pondokwaluh
13	10650	FELY ANDRIANI	70 P	Ponjen Kencong
14	10894	FERI FADLI	65 L	Wonorejo
15	10658	GALIH SETIAWAN	47,5 L	Ponjen Kencong
16	10744	GRACE NOVELA ARYATI	82,5 P	Jombang
17	10895	HALIMAH WULANDARI	75 P	Kencong
18	10697	HAQQY AFRILIO KUWWAIZ	80 L	Sidonganti Kraton
19	10661	IKA SOFIANA	60 P	Kencong
20	10699	IKE SAFITRI	67,5 P	Kencong
21	10849	IRWIN DWI WICAKSONO	75 L	Kencong
22	10806	KHUSNUL KHOTIMAH	82,5 P	Ponjen Kencong
23	10852	KRISTYOWATI	82,5 P	Kencong
24	10707	LULUK ISWATI	67,5 P	Tempuran Cakru
25	10666	LUTVI NAPIA	67,5 L	Keling
26	10808	M. JUFRI	77,5 L	Kencong
27	10856	MOHAMAD KHOIRUN N.	65 L	Bagorejo
28	10470	MUH. KHOIRUL ANWAR	67,5 L	Gumukmas
29	10905	MUH. YULI ARDIANSYAH	55 L	Kencong
30	10755	NITA IRAWATI	60 P	Gumukmas
31	10815	NOVAN DEKCO AQSYA	60 L	Sukoreno
32	10819	NURFADILA	57,5 P	Wonorejo
33	10668	NURVI KASHIANI	75 P	Paseban
34	10862	RIKI SRIANG BAWAWI	70 L	Paseban
35	10750	RINO EKO RAHMAWAN	67,5 L	Wonorejo
36	10821	RISA RUSYDI HIDAYATULLAH	55 L	Ponjen Kencong
37	10673	RISQI ANDI SAPUTRO	87,5 L	Jombang
38	10761	RISTA WAHYUNI	57,5 P	Wringinagung
39	10675	RIZKI ARDIYANSYAH	55 L	Kencong
40	10912	RUSMALIA	52,5 P	Wonorejo
41	10718	SHOLEHAN	75 L	Pondokwaluh Kencong
42	10721	SOLEHATUL AINIYAH	65 P	Pondokwaluh Kencong
43	10915	SONY FERDIANTO	65 L	Kencong
44	10869	SUSANTI MANDASARI	60 P	Kencong
45	10916	SUSIANI	62 P	Wringinagung
46	10768	SYAMSIYATUL AMANAH	62,5 P	Kencong
47	10826	ULFI NUR INDAH SARI	65 P	Kencong
48	10777	YUNIARDI KURNIAWAN	70 L	Jombang



## DAFTAR NOMINATIF SISWA

TAHUN PELAJARAN 2003/2004

## KELAS 2B

No	No.Induk	N a m a	L/P	Alamat
1	10683	ABI LATIFUL HAKIM	72.5 L	Kraton
2	10686	ANGGIH RAWAKIL	65 L	Kencong
3	10883	APRILIA DWI PURNAMASARI	65 P	Kencong
4	10786	ASTRI DINA WDYA P	60 P	Wonorejo
5	10733	BUDI DWI CAHYADI	67.5 L	Kencong
6	10690	DESI INORIATI UTARI	62.5 P	Wringinagung
7	10887	DHEA ANASTIA P.	67.5 P	Wonorejo
8	10844	FAUZI AHMAD FAMBAYUN	65 L	Wonorejo
9	10837	DWI PUJI ASTUTIK	60 P	Kencong
10	10739	DYNA PROBO MUKTI	65 P	Krebel Gumukmas
11	10889	EDIA FITRI DWINIANTI	52.5 P	Kencong
12	10741	ELI DWI LESTARI	72.5 P	Kedunglangkap Kraton
13	10797	ENDANG DWI KUMALASARI	65 P	Kencong
14	10742	ENIK RISNAWATI	67.5 P	Jombang
15	10841	FAISAL AZIZ IBRAHIM	77.5 L	Wonorejo
16	10652	FENI WULANDARI	55 P	Menampu Gumukmas
17	10694	FITARI DWI FORESTIAN	57.5 P	Kraton
18	10655	FRANKY ADI CANDRA	80 L	Kencong
19	10696	GILANG NURSANDHI	72.5 L	Wonorejo
20	10896	HELMY FIBRIANA	67.5 P	Kencong
21	10803	IMANIAR ELSAF ZAHRA M	65 P	Wonorejo
22	10805	ITA LESTARI	62.5 P	Jombang
23	10703	JOKO EKO FAUZI	77.5 L	Gumukmas
24	10704	JUWITA FENY PUTRIANI	72.5 P	Wonorejo
25	10851	KHOIROTUN ANISA	57.5 P	Kencong
26	10746	KHUSNUL KHOTIMAH	65 P	Pondokwaluh Kencong
27	10705	KRISTIANINGSIH	55 P	Wonorejo
28	10710	MAULIDA SYAFIRA	67.5 P	Ponjen Kencong
29	10908	NONA LAIQOTUL HIMA	70 P	Gumukmas
30	10714	RIFQI RIVALDI RIDWAN	65 L	Ponjen Kencong
31	10865	RISKI DWI FIYANTI	60 P	Kencong
32	10867	ROBY ANDREA PUTRA	67.5 L	Kencong
33	10911	ROSYIDHA BAIDURI	70 P	Jombang
34	10763	SEPTARIA RISKY	65 P	Wonorejo
35	10868	SRI RETNONINGSIH	72.5 P	Gumukmas
36	10722	SUWITO SUDARWANTO P	67.5 L	Mlokorejo
37	10917	TIARA ESKA	65 P	Jombang
38	10871	TIRTA ADI WINATA	62.5 L	Kencong
39	10919	TITIN SUHARYANTI	60 P	Paseban
40	10771	VENI ASTARI	62.5 L	Wonorejo
41	10873	VIVIN AYU TRIMAHARDIKA	70 P	Wonorejo
42	10773	WILLY SUSANTO	62.5 L	Kraton
43	10726	WINDY FIRDA AFKARINA	60 P	Kencong
44	10827	WIRA DIAN JAUHARAH	67 P	Kraton
45	10727	YENI HERLIANA	67 P	Kencong
46	10776	YUNI ALIFATUL CHAFIYAH	77.5 P	Jombang
47	10681	YUNI EMITASARI	65 P	Wringinagung
48	10828	ZAIN FATHONI	67.5 L	Ponjen Kencong



DAFTAR NOMINATIF SISWA  
 TAHUN PELAJARAN 2003/2004

KELAS 2C

No	No.Induk	N a m a	L/P	Alamat	
1	10879	AHMAD HARIYANTO	75	L	Gumukbanji
2	10732	ANDIK SETIYAWAN	65	L	Sukoreno
3	10638	ANDRE SUARABAKTI	65	L	Wringinagung
4	10639	ANGGIK NUR FITRAH R	55	L	Wonorejo
5	10641	ARIE RIFATUL ZANNAH	70	P	Kencong
6	10788	AYU NISFAH NILAM QONITA	60	P	Cakru
7	10789	BAGUS PRADATAMA	72.5	L	Kencong
8	10885	DANY HADI PURNAMA	72.5	L	Jombang
9	10689	DEA DAMARA KARTIKASARI	57.5	P	Sidonganti Kraton
10	10886	DEVI MUSTOFA	60	L	Jombang
11	10835	DODIK IRAWAN	67.5	L	Sukoreno
12	10795	DWI NUR SYAIFUL BAHRI	67.5	L	Pazeban
13	10737	DWI WULANDARI	47.5	P	Kencong
14	10838	EKA LAILI RAHMA M.	65	P	Gumukmas
15	10653	FITRIANA SUDIYONO	72.5	P	Sukoreno
16	10657	GUNTUR ARI ASHAR A'AN	70	L	Wringinagung
17	10560	HADI UTOMO		L	Kraton
18	10897	HENI APRILIA	65	P	Kencong
19	10745	HERNIK PURWATI	67.5	P	Jombang
20	10700	INA RAHMAWATI	62.5	P	Kencong
21	10662	INDAH PURWATI	65	P	Sukoreno
22	10701	IRWAN RUDI ANSYAH	55	L	Jombang
23	10850	JEPRI BUDI PURNOMO	65	L	Wonorejo
24	10807	KYSA SASKIADE ISABELLA	62.5	P	Sidonganti Kraton
25	10708	M. FARIKHIN	67.5	L	Kencong
26	10902	MOCHAMAD IRFAN	72.5	L	Kencong
27	10750	MOH. YASIN	60	L	Kencong
28	10810	MOHAMMAD RIDUWAN	72.5	L	Kencong
29	10857	MUAFFIR REZA	70	L	Wonorejo
30	10906	MUHAMMAD ILHAM SUGIARTO	67.5	L	Kencong
31	10753	MUHAMMAD IRFAN	50	L	Kencong
32	10858	NINING SOLEHA	65	P	Kencong
33	10667	NUR SANDI EKA PURDIANTO	67.5	L	Kencong
34	10756	RATNA PUJI LESTARI	62.5	P	Kraton
35	10820	RIA PRADEKA PUTRI	60	P	Kencong
36	10864	RISKI ALXANDER ES.	62.5	L	Sukoreno
37	10715	RISTIN LESTARI	65	P	Ponjen Kencong
38	10762	RIZALDI ARIEF WARDHANA	75	L	Kencong
39	10765	SILVI AYU RATNASARI	60	P	Wonorejo
40	10438	SONY DAVID A.	67.5	L	Kencong
41	10928	SUCI WULANDARI	70	P	Pondokwaluh Kencong
42	10676	TAHTA INDAH NOVITA SARI	65	P	Kencong
43	10723	TAUFAN HARDI YANTO	67.5	L	Sukoreno
44	10870	TESYA LINA PRIHATIN	60	P	Padomasan
45	10769	TETY SETYANING PANGLIPUR	62.5	P	Kencong
46	10921	WAHYU ARIE YANTO	62.5	L	Kencong
47	10778	ZAINUR ROHMAN	65	L	Gumukmas
48	10682	ZAKI RIZQI BUYUNG UTAMA	62.5	L	Kencong

48 11291 Miftahul Huda Jamban L 7 7  
 ulum 62.5  
 Sebanen  
 I. = 28 P = 20





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KELAS 2D

No	No.Induk	N a m a	L/P	Alamat	
1	10779	ADI SUSILO	67.5	L	Paseban
2	10684	AHMAD MANSUR	60	L	Kencong
3	10881	AHMAD SOFYAN SAURI	62.5	L	Menampu
4	10782	AJENG AYU SURYO SETO	65	P	Kedunglangkap Kraton
5	10642	AYU INDRA R	72.5	P	Ponjen Kencong
6	10790	CHANDRA IVAN HARYONO	70	L	Kencong
7	10734	DAVID SANJAYA PUTRA	75	L	Gumukmas
8	10794	DITA ACHNAS FEBRINA	70	P	Ponjen Kencong
9	10836	DONNY MONARDO	65	L	Kencong
10	10740	EKA MAYA OKTAVIANI	62.5	P	Kencong
11	10890	ELLEN ANITA SUBAGYO	62.5	P	Kencong
12	10648	ENGGUS RUS EFENDI	65	L	Ponjen Kencong
13	10839	ENIK SUMIATIN	72.5	P	Jombang
14	10691	ERNI NURHAYATI	65	P	Jombang
15	10849	ERVAN SUWANDONO	75	L	Kencong
16	10846	FEBBY HARIYANTO	72.5	L	Pondokwaluh
17	10800	FERY YUDI SETIAWAN	65	L	Kencong
18	10654	FITRIANI	72.5	P	Kencong
19	10658	HADI WIBOWO	62.5	L	Ponjen Kencong
20	10702	ISWATUN NURHASANAH	65	P	Kencong
21	10900	KHAMILATUR RISQI M	70	P	Kencong
22	10664	LENI BETININGSIH	65	P	Paseban
23	10853	M. FIJAR INDRA MAULANA	67.5	L	Kencong
24	10709	MAHARIS SEPTAHANI	65	L	Jombang
25	10748	MEYRINA DYAH PITALOKA	62.5	P	Kedunglangkap Kraton
26	10903	MOH. ARIFIN	60	L	Kraton
27	10751	MOHAMAD KATAMSO	65	L	Wringinagung
28	10811	MUHAMMAD AHSAN S.R.	80	L	Sukoreno
29	<del>10560</del>	<del>MUHAMMAD HARIANTO</del>		<del>L</del>	<del>Kencong</del>
30	10907	MUHAMMAD ROZIQIN	50	L	Kencong
31	10814	MUSRIFAH	67.5	P	Wonorejo
32	10859	NINING UMAMAH	70	P	Kencong
33	10860	NOVAN FARID DIANSYAH	60	L	Kencong
34	10818	NUR WAHID WAN JUNAEDI	67.5	L	Sukoreno
35	10669	PURWA HADI KUSUMA	65	L	Kraton
36	10757	RENI AMBARWATI	62.5	P	Kraton
37	10866	ROBIT ARI ARDIANSYAH	70	L	Kencong
38	10716	ROBY PRIYONO	65	L	Kencong
39	10823	ROSA TRI KUSUMAYANTI	65	P	Kencong
40	10913	SETIAWAN HARTANTO	60	L	Gumukmas
41	10719	SITI EKA SARI	67.5	P	Bagorejo
42	10766	SITI ZENI LILIS ROFIQOH	65	P	Kraton
43	10920	TRI MARIATI	62.5	P	Kencong
44	10825	TRISUSILA ANDI WICAKSONO	70	L	Wonorejo
45	10724	VICKY DWI VAULAN MIRZA	70	L	Wonorejo
46	10772	WAHYU PRISANTONO	65	L	Kencong
47	10922	WAHYUDI	60	L	Tempuran Cakru
48	10679	WINDI PANCA WARDANI	77.5	P	Wonorejo



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KELAS 2E

No	No.Induk	N a m a	L/P	Alamat
1	10829	ADITYA REZKY NUGRAHA	60 L	Jombang
2	10830	AGNI BIMANTARI	52.5 P	Gumukmas
3	10780	AHMAD HALIM	72.5 L	Kencong
4	10831	ANGGUN PUSPITA DEWI	65 P	Pondokwaluh
5	10640	ANIS PRIHASTANTI	67.5 P	Kencong
6	10832	ANISATUL FAUZIAH	70 P	Jombang
7	10784	ARFIANA	75 P	Pondokwaluh Kencong
8	10785	ARIE ANDIKA RIZA W.	62.5 L	Gumukmas
9	10884	BENNY AGUNG PRASETYO	65 L	Jombang
10	10687	CHAHYARINA PUTRI P	70 P	Kencong
11	10735	DEKA AGUNG PRASTYO	72.5 L	Jombang
12	10888	DINDA YUNIAR M.	47.5 P	Muneng
13	10796	EDI SUTIMAN	67.5 L	Kencong
14	10799	ENITA RETNO DEWI	62.5 P	Kencong
15	10692	ERWIN AGUSTINA	80 P	Kencong
16	10893	FELIK DWI YOGA PRASETYA	72.5 L	Menampu
17	10801	FIBRI WIDYANINGRUM	67.5 P	Kencong
18	10695	FRANKLIN AHMAD NUR A.	65 L	Bagorejo
19	10846	GITASARI DWI SUKORINI	82.5 P	Ngampelrejo
20	10698	HENDRA YUNIAU PUTRA	67.5 L	Gumukmas
21	10848	HESTY YUNAINI	67.5 P	Kencong
22	10898	IDA WAHYUNI	70 P	Wringinagung
23	10804	INKE RIFQOTUL ALIYAH	85 P	Jombang
24	10899	ISTINING RAHAYU	62.5 P	Wringinagung
25	10901	LINA LAILATUL CHUSNAH	60 P	Kencong
26	10747	LULUS EKASKRIPSIWATI	60 P	Jombang
27	10854	MEYRIZHA NANDA PT.	87.5 P	Gumukmas
28	10809	MOCHAMAD SHOLICHIN	70 L	Jombang
29	10711	NANDA PRIATAMA RIZKI	67.5 L	Gumukmas
30	10817	NUR ALEX	72.5 L	Kencong
31	10712	NUR KHOFIFAH	75 P	Jombang
32	10713	RENI LINDAYANTI	72.5 P	Pondokwaluh Kencong
33	10758	RIYA NUR BINTARI	65 P	Kraton
34	10671	RICKI FEBRIAN JATI P	72.5 L	Kraton
35	10672	RIFQI RIDLO MUKAFI	87.5 L	Kencong
36	10910	RISCHA WIDAYANTI	70 P	Wonorejo
37	10674	RIYATIK EMALIA	67.5 P	Bagorejo
38	10822	RIZKI IKE FIBRIANA	67.5 P	Wonorejo
39	10764	SETYO BUDI RAHAYU	75 P	Sukoreno
40	10872	TITIN KISWATI	65 P	Kencong
41	10770	TRI VICCA KUSUMADEWI	72.5 P	Kencong
42	10677	WENY WIJAYANTI	67 P	Jombang
43	10678	WINDA APRILIANTI	65 P	Kencong
44	10774	WIWIT PUJI LESTARI	67.5 P	Kedunglangkap Kraton
45	10729	YONATHA NOVARA P.	62.5 P	Gumukmas
46	10875	YULI PRATIWI	65 P	Kencong
47	10876	YUNI WAHYUNINGTYAS	60 P	Sukoreno
48	10730	ZAHROTUL FAJRIA	65 P	Ponjen Kencong



DAFTAR NOMINATIF SISWA

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KELAS 2F

No	No.Induk	N a m a		L/P	Alamat
1	10781	AHMAD SIDIK ARDIANSYAH	60	L	Jombang
2	10685	ALFAN SUBIANTORO	65	L	Ponjen Kencong
3	10882	ANGGA SETIAWAN	62.5	L	Kencong
4	10783	ARDHA MARCH DINATA	52.5	L	Ponjen Kencong
5	10833	ARIEF SULAKSONO	62.5	L	Kencong
6	10791	DEDY WIJANARKO	60	L	Cakru
7	10736	DENI IRAWAN	57.5	L	Sukoreno
8	10644	DIRGAHAYU EKO D	60	L	Padomasan
9	10645	DWI WAHYU RARA SETYANI	72.5	P	Wonorejo
10	10891	ENDRIK BAMBANG SUGENG	62.5	L	Kencong
11	10798	ENI SUDARSIH	67.5	P	Kencong
12	10743	ERNA NURWATI	60	P	Ponjen Kencong
13	10840	ERNI NURWATI	47.5	P	Ponjen Kencong
14	10693	EVA WULANDARI	75	P	Pondokwaluh Kencong
15	10842	FAJAR FASLUKI	60	L	Kencong
16	10892	FAUZIA ANNISA	70	P	Kencong
17	10651	FENDI MUSTOFA	62.5	L	Tempuran Cakru
18	10802	HARSONO	65	L	Kencong
19	10659	HENDRIK PURWANTO	62.5	L	Kencong
20	10847	HERI SISWANDI	67.5	L	Kencong
21	10660	HIKMAH NUR HOLILAH	67.5	P	Kencong
22	10663	IWAN ALFARIS	55	L	Kencong
23	10665	LINDA DWI RAHAYU	67.5	P	Kencong
24	10706	LITA AYU LAILATUL	62.5	P	Kencong
25	10855	MISDI	75	L	Kencong
26	10904	MOH.GUFRON AFANDI	62.5	L	Pondokwaluh Kencong
27	10752	MUHAMMAD ALWI IBRAHIM	72.5	L	Gemukmas
28	10812	MUHAMMAD EKA YUNU R	70	L	Sidonganti Kralon
29	10754	NINA ISDIANA M	65	P	Kencong
30	10909	NOVI ROSITA	55	P	Bagorejo
31	10816	NOVITA AYUNINGTYAS	70	P	Gemukmas
32	10670	RAHMAD HAMDANUR	65	L	Wonorejo
33	10861	RENDY SETIAWAN	62.5	L	Kencong
34	10759	RINI AGUSTIN	60	P	Wringinagung
35	10863	RISKA EVA ROFIDASARI	65	P	Kencong
36	10717	RTEZA SAIRAWAN	70	L	Kencong
37	10914	SETYA NUGRAHA	80	L	Kencong
38	10824	SITI HAMSIANI	65	P	Kencong
39	10720	SITI MAULIDA YUNIARTI	65	P	Kencong
40	10767	SURIYA NINGSIH	67.5	P	Kralon
41	10725	WAHID HADI NURYANTO	70	L	Kencong
42	10923	WAWAN SETYO BS.	62.5	L	Kencong
43	10924	WIDIA IKA RAHMAWATI	65	P	Wonorejo
44	10680	YENI MARIA ULFA	62.5	P	Kecik Jombang
45	10874	YOGA TRI PRIYANTO	62.5	L	Jombang
46	10775	YOGI BAGUS RESPANDI	65	L	Kencong
47	10728	YOGIE PUTRA STYAWAN	65	L	Sukoreno
48	10973	DWI NINGSIH SETIOWATI	60	P	Gemukmas

Data Analysis of Homogeneity Test

NO	2A		2B		2C		2D		2E		2F	
	X	X2	X	X2	X	X2	X	X2	X	X2	X	X2
1	67.5	4556.25	72.5	5256.25	75	5625	67.5	4556.25	60	3600	60	3600
2	70	4900	65	4225	65	4225	60	3600	52.5	2756.25	65	4225
3	65	4225	65	4225	65	4225	62.5	3906.25	72.5	5256.25	62.5	3906.25
4	55	3025	60	3600	55	3025	65	4225	65	4225	52.5	2756.25
5	62.5	3906.25	67.5	4556.25	70	4900	72.5	5256.25	67.5	4556.25	62.5	3906.25
6	47.5	2256.25	62.5	3906.25	60	3600	70	4900	70	4900	60	3600
7	57.5	3306.25	67.5	4556.25	72.5	5256.25	75	5625	75	5625	57.5	3306.25
8	52.5	2756.25	65	4225	72.5	5256.25	70	4900	62.5	3906.25	60	3600
9	60	3600	60	3600	57.5	3306.25	65	4225	65	4225	72.5	5256.25
10	65	4225	65	4225	60	3600	62.5	3906.25	70	4900	62.5	3906.25
11	72.5	5256.25	52.5	2756.25	67.5	4556.25	62.5	3906.25	65	4225	70	4900
12	67.5	4556.25	72.5	5256.25	67.5	4556.25	65	4225	72.5	5256.25	67.5	4556.25
13	70	4900	65	4225	47.5	2256.25	72.5	5256.25	62.5	3906.25	75	5625
14	65	4225	67.5	4556.25	65	4225	65	4225	65	4225	60	3600
15	47.5	2256.25	77.5	6006.25	72.5	5256.25	75	5625	72.5	5256.25	70	4900
16	52.5	2756.25	55	3025	70	4900	72.5	5256.25	67.5	4556.25	62.5	3906.25
17	75	5625	57.5	3306.25	65	4225	65	4225	65	4225	65	4225
18	80	6400	80	6400	67.5	4556.25	72.5	5256.25	72.5	5256.25	62.5	3906.25
19	60	3600	72.5	5256.25	62.5	3906.25	62.5	3906.25	52.5	2756.25	62.5	3906.25
20	67.5	4556.25	67.5	4556.25	65	4225	65	4225	67.5	4556.25	67.5	4556.25
21	75	5625	65	4225	55	3025	70	4900	67.5	4556.25	67.5	4556.25
22	82.5	6806.25	62.5	3906.25	65	4225	65	4225	70	4900	55	3025
23	82.5	6806.25	77.5	6006.25	62.5	3906.25	67.5	4556.25	55	3025	67.5	4556.25
24	67.5	4556.25	72.5	5256.25	67.5	4556.25	65	4225	62.5	3906.25	62.5	3906.25
25	67.5	4556.25	57.5	3306.25	72.5	5256.25	62.5	3906.25	60	3600	75	5625

26	77.5	6006.25	65	4225	60	3600	60	3600	60	3600	62.5	3906.25
27	65	4225	55	3025	72.5	5256.25	65	4225	57.5	3306.25	72.5	5256.25
28	67.5	4556.25	67.5	4556.25	70	4900	80	6400	70	4900	70	4900
29	55	3025	70	4900	67.5	4556.25	50	2500	67.5	4556.25	65	4225
30	60	3600	65	4225	50	2500	67.5	4556.25	72.5	5256.25	55	3025
31	60	3600	60	3600	65	4225	70	4900	75	5625	70	4900
32	57.5	3306.25	67.5	4556.25	67.5	4556.25	60	3600	72.5	5256.25	65	4225
33	75	5625	70	4900	62.5	3906.25	67.5	4556.25	65	4225	62.5	3906.25
34	70	4900	65	4225	60	3600	65	4225	72.5	5256.25	60	3600
35	67.5	4556.25	72.5	5256.25	62.5	3906.25	62.5	3906.25	57.5	3306.25	65	4225
36	55	3025	87.5	7656.25	65	4225	70	4900	70	4900	70	4900
37	57.5	3306.25	65	4225	75	5625	65	4225	67.5	4556.25	80	6400
38	57.5	3306.25	62.5	3906.25	60	3600	65	4225	67.5	4556.25	65	4225
39	55	3025	60	3600	67.5	4556.25	60	3600	75	5625	65	4225
40	52.5	2756.25	62.5	3906.25	70	4900	67.5	4556.25	65	4225	67.5	4556.25
41	75	5625	70	4900	65	4225	65	4225	72.5	5256.25	70	4900
42	65	4225	62.5	3906.25	67.5	4556.25	62.5	3906.25	67	4489	62.5	3906.25
43	65	4225	60	3600	60	3600	70	4900	65	4225	65	4225
44	60	3600	67	4489	62.5	3906.25	70	4900	67.5	4556.25	62.5	3906.25
45	62	3844	67	4489	62.5	3906.25	65	4225	62.5	3906.25	62.5	3906.25
46	62.5	3906.25	77.5	6006.25	65	4225	60	3600	65	4225	65	4225
47	65	4225	65	4225	62.5	3906.25	77.5	6006.25	60	3600	65	4225
48	60	3600	67.5	4556.25	62.5	3906.25	65	4225	65	4225	60	3600
	3082	201306.5	3184	213353	3107.5	202793.8	3187.5	212981.3	3169.5	211295.3	3087.5	200231.3

**The Analysis of Variance Computation**

	2A	2B	2C	2D	2E	2F	TOTAL
<b>n</b>	48	48	48	48	48	48	288
<b>Xn</b>	3082	3184	3107.5	3187.5	3169.5	3087.5	18818
<b>Xn<sup>2</sup></b>	201306.5	213353	202793.8	212981.3	211295.3	200231.3	1241961
<b>M</b>	64.20833	66.33333	64.73958	66.40625	66.03125	64.32292	65.34028

**The Result of Anova**

Source of Variation	Students	Df	Ms	F.com	F. Table
<b>Between group</b>	253.29	5	50.66	1.18	2.26
<b>Within group</b>	12134.36	282	43.03		
<b>Total</b>	12387.65	287			

$$1. SST = \sum X_n^2 - \frac{(\sum n)^2}{N}$$

$$= 1241961 - \frac{(18818)^2}{288}$$

$$= 12387.65$$

$$2. SSB = \frac{(\sum X_1)^2}{n} + \frac{(\sum X_2)^2}{n} + \frac{(\sum X_3)^2}{n} + \frac{(\sum X_4)^2}{n} + \frac{(\sum X_5)^2}{n} + \frac{(\sum X_6)^2}{n} - \frac{(\sum X_n)^2}{N}$$

$$= \frac{(3082)^2}{48} + \frac{(3184)^2}{48} + \frac{(3107.5)^2}{48} + \frac{(3187.5)^2}{48} + \frac{(3169.5)^2}{48} + \frac{(3087.5)^2}{48} - \frac{(18818)^2}{288}$$

$$= (197890.08 + 211205.33 + 201178.25 + 211669.91 + 209286.04 + 198597) - 1229573.35$$

$$= 1229826.64 - 1229573.35$$

$$= 253.29$$

$$3. SSW = SST - SSB$$

$$= 12387.65 - 253.29$$

$$= 12134.36$$

$$4.a. Dft = N - 1$$

$$= 288 - 1$$

$$= 287$$

$$b. Dfw = N - K$$

$$= 288 - 6$$

$$= 282$$

$$c. Dfb = K - 1$$

$$= 6 - 1$$

$$= 5$$

$$5.a. MSB = \frac{SSB}{Dfb}$$

$$= \frac{253.29}{5}$$

$$= 50.66$$

$$\begin{aligned} \text{b. } MSW &= \frac{SSW}{Dfw} \\ &= \frac{12134.36}{282} \\ &= 43.03 \end{aligned}$$

$$\begin{aligned} 6. F_o &= \frac{MSB}{MSW} \\ &= \frac{50.66}{43.03} \\ &= 1.18 \end{aligned}$$

7.  $F_{\alpha, (Dfb) (Dfw)}$  at the 5% Significance Level

$$F_{\alpha, (5) (282)} = 2.26$$

$$F_o < F\text{-Table} = 1.18 < 2.26 \text{ (No Significant)}$$

**Note:**

SST	= Sum of Squares Total groups
SSB	= Sum of Squares Between groups
SSW	= Sum of Squares Within groups
Dft	= Total Degree of Freedom
Dfb	= Degree of Freedom Between groups
Dfw	= Degree of Freedom Within groups
MSB	= Mean Squares Between
MSW	= Mean Squares Within



TRY OUT ANALYSIS

No	NAME	ODD NUMBER													EVEN NUMBER																		
		1	3	5	7	9	11	13	15	17	19	21	23	25	27	29	TOTAL	2	4	6	8	10	12	14	16	18	20	22	24	26	28	30	TOTAL
1	Aditya Rezky B	1	1	0	1	1	0	0	1	1	0	1	0	1	0	0	0	8	1	0	1	1	0	1	0	1	1	1	1	0	1	0	10
2	Agni Bimantari	1	1	0	1	1	0	1	1	1	1	0	0	1	0	1	0	10	0	1	1	1	1	0	1	1	1	1	1	0	0	10	
3	Ahmad Halim	1	1	0	1	1	0	1	1	1	1	0	0	0	0	0	0	10	1	0	1	1	1	1	1	1	1	1	1	1	0	13	
4	Anggun Puspita D	1	1	1	1	1	0	0	1	1	1	0	0	0	0	0	0	10	1	1	1	1	0	1	1	1	1	1	1	1	0	13	
5	Anis Prihastanti	1	1	1	1	1	0	1	0	0	1	1	1	1	1	0	0	11	0	1	1	0	1	1	1	1	1	1	1	1	1	12	
6	Anisatul Fauziah	1	1	1	1	0	1	1	0	1	1	1	1	1	1	0	0	12	0	1	1	1	0	1	1	1	1	1	1	0	1	0	11
7	Arfiani	0	0	1	0	1	1	1	1	1	0	1	1	0	1	1	0	10	0	1	0	1	0	0	1	0	0	1	1	1	0	0	7
8	Arie Andika Riza	1	0	0	0	1	0	0	1	1	0	1	0	1	0	1	0	6	0	1	1	0	1	1	1	1	1	1	0	1	0	10	
9	Benny Agung P	1	0	1	0	0	1	1	1	0	1	1	0	0	0	0	0	6	0	1	1	1	0	1	1	1	1	1	1	0	1	12	
10	Chahyarina Putri P	1	0	1	1	1	0	0	1	1	1	1	1	1	1	0	0	11	0	0	1	1	0	0	1	1	1	1	1	1	0	10	
11	Deka agung P	1	1	1	0	1	0	0	1	1	1	1	0	1	0	0	0	10	0	0	1	0	0	1	1	1	1	1	1	1	0	9	
12	Dinda Yuniar M	1	1	1	1	1	0	0	1	0	1	0	1	0	1	0	0	10	0	1	0	1	1	0	1	1	1	1	1	1	0	11	
13	Edi Sutiman	0	0	1	0	1	1	0	1	1	0	1	1	0	0	0	0	7	0	1	0	0	1	0	1	1	1	1	1	0	1	10	
14	Enita Retno Dewi	1	1	1	1	0	0	1	0	0	1	1	0	1	0	1	0	9	0	1	0	1	1	0	1	1	1	1	1	1	0	11	
15	Erwin Agustina	1	1	0	1	1	0	0	1	1	1	1	1	1	1	0	0	10	0	1	0	1	1	0	1	1	1	1	1	0	1	10	
16	Felik Dwi Yoga P	1	1	1	1	0	1	0	1	1	1	1	0	0	1	0	0	11	0	0	1	1	0	0	1	1	1	1	1	0	1	0	9
17	Fibri Widyaningrum	1	1	1	1	1	0	0	1	1	1	1	0	1	0	1	0	11	0	1	1	1	0	1	1	1	1	1	1	1	0	12	
18	Franklin Ahmad NA	1	0	1	0	0	1	1	1	1	1	1	0	0	1	0	0	10	0	1	0	0	1	0	0	1	1	1	1	0	1	9	
19	Gitasari Dwi S	1	1	0	1	1	0	1	0	1	1	1	0	1	0	0	0	10	0	1	0	1	1	0	1	1	1	1	1	0	1	10	
20	Hendara Yunia P	1	1	0	1	0	1	1	0	1	1	1	0	0	0	0	0	9	1	0	1	0	0	0	0	1	1	1	1	0	1	8	
21	Hesty Yunani	1	1	0	1	1	0	0	1	1	1	1	0	0	0	0	0	9	1	1	0	1	1	0	1	1	1	1	1	0	1	11	
22	Ida Wahyuni	1	0	1	1	0	1	0	0	1	1	1	1	0	1	0	0	9	0	1	0	0	0	1	1	1	1	1	1	0	1	0	9
23	Inke Rifqotul A	1	1	1	1	0	0	0	1	1	1	1	0	1	0	1	0	10	0	1	1	1	0	1	1	0	1	1	1	0	1	0	11
24	Istining Rahayu	1	1	0	1	1	0	1	0	1	1	1	1	1	1	0	0	11	0	1	1	0	1	0	0	1	1	1	1	1	0	9	
25	Lina Lailatul C	1	1	1	1	0	1	0	0	1	1	0	0	1	0	1	0	9	0	1	1	1	0	1	1	1	1	1	1	0	1	12	
26	LulusEka S	1	0	1	1	1	0	1	1	0	1	1	1	1	1	1	1	13	0	0	1	1	0	0	1	1	1	1	0	1	1	0	9
27	Meyrizha Nanda	1	0	1	0	1	1	0	1	0	1	1	0	0	1	0	0	9	1	1	1	1	0	0	1	1	1	1	1	0	1	0	11
28	M Sholichin	1	1	0	1	1	0	0	1	1	1	1	0	0	0	0	0	9	1	0	1	1	0	0	1	1	1	1	1	0	1	11	
29	Nanda Priatama R	1	1	1	1	0	1	0	1	1	1	1	1	1	1	0	0	12	0	1	1	1	1	1	1	1	1	1	1	0	1	13	
30	Nur Alex	1	1	1	0	1	1	1	1	1	1	1	0	1	1	0	1	13	1	0	1	0	0	1	1	1	1	1	1	1	0	11	
31	Nur Khofifah	1	1	1	0	1	1	1	0	1	0	1	1	0	1	0	0	10	1	1	1	0	0	1	1	1	1	1	0	1	1	1	11
32	Reni Lindayanti	1	1	1	0	0	1	1	1	0	1	1	0	1	0	1	0	9	0	0	0	0	0	1	1	1	1	1	1	0	0	8	



The Devision of Odd-Even Score of Try –Out Result

No	Odd (x)	Even (y)	X <sup>2</sup>	Y <sup>2</sup>	XY
1	8	10	64	100	80
2	10	10	100	100	100
3	10	13	100	169	130
4	10	13	100	169	130
5	11	12	121	144	132
6	12	11	144	121	132
7	10	7	100	49	70
8	6	10	36	100	60
9	6	12	36	144	72
10	11	10	121	100	110
11	10	9	100	81	90
12	10	11	100	121	110
13	7	10	49	100	70
14	9	11	81	121	99
15	10	10	100	100	100
16	11	9	121	81	99
17	11	12	121	144	132
18	10	9	100	81	90
19	10	10	100	100	100
20	9	8	81	64	72
21	9	11	81	121	99
22	9	9	81	81	81
23	10	11	100	121	110
24	11	9	121	81	99
25	9	12	81	144	108
26	13	9	169	81	117
27	9	11	81	121	99
28	9	11	81	121	99
29	12	13	144	169	156
30	13	11	169	121	143
31	10	11	100	121	110
32	9	8	81	64	72
33	8	8	64	64	64
34	8	9	64	81	72
35	11	12	121	144	132
36	9	10	81	100	90
37	14	12	196	144	168
38	7	10	49	100	70
39	10	13	100	169	130
40	11	10	121	100	110
41	11	11	121	121	121
42	11	12	121	144	132
43	6	9	36	81	54
44	11	10	121	100	110
45	10	12	100	144	120
46	12	14	144	196	168
47	6	8	36	64	48
48	8	8	64	64	64
	467	501	4703	5351	4924

## Reliability Coefficient

## Product Moment Formula:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

$$r_{xy} = \frac{48(4924) - (467)(501)}{\sqrt{\{(48.4703) - (467)^2\} \{(48.5351) - (501)^2\}}}$$

$$r_{xy} = \frac{236352 - 233967}{\sqrt{\{225744 - 218089\} \{256848 - 251001\}}}$$

$$= \frac{2385}{\sqrt{(7655)(5847)}}$$

$$= \frac{2385}{\sqrt{44758785}}$$

$$= \frac{2385}{6690.20}$$

$$= 0.36$$

## Spearman – Brown Formula:

$$r_{11} = \frac{2 \times r_{xy}}{1 + r_{xy}}$$

$$r_{11} = \frac{2 \times 0.36}{1 + 0.36}$$

$$r_{11} = \frac{0.72}{1.36}$$

$$r_{11} = 0.53$$

## Note:

$r_{xy}$  = Reliability coefficient for half of the test item.

$\sum_{xy}$  = The total number of Odd items x Even items.

$\sum_x$  = The total number of Odd items

$\sum_y$  = The total number of Even items.

$N$  = The total number of respondents

$R_{11}$  = Reliability for the Whole Items

FULL NAME : .....  
 STUDENTS NUMBER : .....

**READING COMPREHENSION TEST**

**CLASS: II/TWO**  
**SEMESTER : 2/SECOND**  
**TIME : 60 MINUTES**

**TEXT ONE:**

**Read the text carefully, then answer the following questions! Circle the best answer directly in this paper!**

**Protected Animals**

Indonesia has many *forests*. The forests are very *large*. They are in Sumatra, Java, Kalimantan, Sulawesi, Irian Jaya and some other islands. We can find a large number of plants and animals in the forest. Therefore, many *foreigners* study our forests. They want to study about Indonesia plants and animals.

Some of the animals are monkeys, tigers, elephants, lions, and rhinoceroses. They are *wild animals*. We can find them in some forests of our country. If we do not want to go to the forests, we can see them in the zoos. Nowadays the number of the wild animals becomes smaller because people like hunting them. Our government concerns about this, then it protects the animals.

There are some animals protected by our government. They are rhinoceroses, elephants, bulls, orangutans, Sumatra tigers, komodos, peacocks, etc. Our government built *game reserves* to protect them. The government also made hunting laws to *reduce* animals killing. We should help the government so that the animals will not be *extinct*.

(from: English for SLTP 2, PT. Pabelan, page 110)

**Choose the best answer based on the text!**

1. What is the meaning of "forest" in line 1?  
 a. sea      b. jungle      c. continent      d. river  
 a. huge      b. big      c. near      d. small
2. What is the opposite of "large" in line 1?  
 a. Indonesia      b. forests      c. animals      d. foreigners
3. The word "they" in line 1 refers to.....  
 a. people      b. students      c. Indonesian people      d. people from other countries
4. "Therefore, many foreigners study our forest" (paragraph 1). The meaning of the underlined word is:  
 a. people      b. students      c. Indonesian people      d. people from other countries
5. "We should help the government so that the animals will not be extinct" (paragraph 3). The meaning of the underlines word is :  
 a. hunted      b. killed      c. damage      d. lose and dead
6. Who does want to study about Indonesia plants and animals?  
 a. Government      b. Foreigners      c. People      d. Scientist

7. Why do the foreigners want to study our forests?  
 a. because Indonesia has many forests.  
 b. because Indonesian forests is very large.  
 c. because they want to study about Indonesian plants and animals.  
 d. because a large number of animals are in the forest.
8. Why does the number of wild animals become smaller?  
 a. because people like hunting them      c. because there are many hunters  
 b. because a lot of animals are dead      d. because government do not protect them
9. What is the government concerned about ?  
 a. a lot of animals are dead  
 b. the number of wild animals become smaller  
 c. increasing the number of animal hunters  
 d. a large number of animals in the forests
10. What did the government do to protect the animals?  
 a. gave permission to the foreigners to study our forests.  
 b. made hunting low  
 c. built game reserves and made hunting low  
 d. did not give permission to hunting animal
11. Why should we help the government to protect the animals?  
 a. because we are Indonesian people  
 b. because we are good people  
 c. because we don't like natural damage  
 d. because we don't want some animals will be extinct
- 12."Our government protect the wild animals from Extinct". What does the government do with the wild animals based on this statement?  
 a. protect them      c. reduce animal killing  
 b. build game reserve      d. make hunting low
13. What is the main idea of paragraph 1?  
 a. the forests are very large      c. many foreigners study our forests  
 b. Indonesia has many forests      d. study about Indonesia
14. What is the main idea of the last paragraph?  
 a. We should help the government so that the animals will not be extinct  
 b. They are rhinoceroses, elephants, orangutans, etc  
 c. The government made the hunting low to reduce animal killing  
 d. There are some animals protected by government.
15. What is the fact that the government protects the wild animals in last paragraph?  
 a. The government gave permission to the foreigners  
 b. The government concerned about the number of the wild animals  
 c. The government built game reserves  
 d. The government punished the animal hunter

**TEXT TWO:**

Read the text carefully, then circle the best answer!

### Indonesia Archipelago

Indonesia is a large *archipelago*. It lies between Asia and Australia continents; between Indonesian and Pacific *oceans*. It extends between 60 degree of north latitude and 110 degree of south latitude, and between 95 east longitude and 141 east longitude. The width of Indonesia is 5,120 kilometers from east to west and 1,770 kilometers from north to south.

Indonesia consists of 13,667 islands. Some of the islands *stretch* on the equator line. They are Sumatra, Kalimantan, Sulawesi and Halmahera. The islands get a lot sun shine. The five large islands are Sumatra, Java, Kalimantan, Sulawesi and Irian Jaya.

The land of Indonesia is 1,904,345 square kilometers. Most of the area is forested land. It is about 120 million hectares. In former times, the forests are very wide and rich. The forests extend in low land plain and mountainous land, because a part of Indonesia land area is mountainous. Nowadays, the forests decrease because of the cutting down.

(from: English for SLTP 2, PT. Pabelan , page 123)

#### Choose the best answer based on the text!

- What is the meaning of "archipelago" in line 1?
  - a group of many islands
  - a group of many forests
  - a river
  - lake
  - sea
  - continent
  - a group of many mountains
  - a group of many oceans
- What is the meaning of "lie" in line 2?
  - dishonest
  - located
  - sleep
  - wait
- The word "they" in line 6, paragraph 2 refers to.....
  - Indonesia
  - some of islands
  - equator line
  - archipelago
- What are the names of the continents near Indonesia?
  - America and Asia
  - Africa and Australia
  - America and Australia
  - Asia and Australia
- How many doest islands Indonesia consist of?
  - 1,770
  - 1,904, 345
  - 13,667
  - 5,120
- Which is one of islands that lies on the equator line?
  - Java
  - Irian Jaya
  - Kalimantan
  - Bali
- There are five large islands in Indonesia, except:
  - Java
  - Sumatra
  - Kalimantan
  - Halmahera.
- How wide is Indonesian land area?
  - 1,770 square kilometers
  - 1,904, 345 square kilometers
  - 13,667 square kilometers
  - 5,120 square kilometers
- "The forests are very wide and rich". In this sentence, there are two ideas. What is the second idea?
  - The forests are very wide and rich
  - The forests are very wide
  - The forests are rich
  - The forests are very large

- "It lies between Asia and Australia continents" (in line 1). What is it refers to.....
  - Archipelago
  - Continents
  - Oceans
  - Indonesia
- "Some of the islands stretch on the equator line". What is the meaning of this sentence?
  - Some of the islands located on the equator line.
  - Some of the islands strike on the equator line
  - Some of the islands go on the equator line
  - Some of the islands come on the equator line

#### 28. What is the main idea of paragraph 1?

- Indonesia is a large archipelago
  - Indonesia lies between Asia and Australia continents
  - Indonesia lies between Indonesia and Pacific oceans
  - Indonesia extends between 60 degree of north latitude and 110 degree of south latitude.
29. What does the second paragraph tell about?
- the equator line
  - the large islands
  - the islands get a lot sun shine
  - the land of Indonesia
30. What does the last paragraph tell about ?
- Indonesia islands
  - Indonesia forests
  - the land of Indonesia
  - the mountains of Indonesia

ANSWER KEY

- |       |       |
|-------|-------|
| 1. B  | 16. A |
| 2. D  | 17. C |
| 3. B  | 18. B |
| 4. D  | 19. B |
| 5. D  | 20. D |
| 6. B  | 21. C |
| 7. C  | 22. C |
| 8. A  | 23. D |
| 9. B  | 24. B |
| 10. C | 25. C |
| 11. D | 26. D |
| 12. A | 27. A |
| 13. B | 28. A |
| 14. D | 29. B |
| 15. C | 30. C |



## Distribution of Items

		Number	Total of each Indicators
<b>Comprehending Words</b>	CW	1,3,4,16,17,19	6
	RW	2	1
	AW	5,18	2
<b>Comprehending Sentences</b>	KI	6,12,26,27	4
	LD	9,10,20,21,22,23,24	7
	CI	25	1
	RI	7,8,11	3
<b>Comprehending Paragraphs</b>	T	29,30	2
	MI	13,14,28	3
	D	15	1
<b>Total of Items</b>			30

Note:

CW : Concrete Words

RW : Relative Words

AW : Abstract Words

KI : Key Ideas

LD : Locating Details

CI : Combine Ideas

RI : Relate Ideas

T : Topic

MI : Main Idea

D : Detail



**THE STUDENTS' SCORE  
OF READING COMPREHENSION TEST**

NO	NAME	CORRECT ANSWER	SCORE
1	Abi Latul Hakim	23	76.67
2	Anggih Rawakil	21	70.00
3	Aprili Dwi P	24	80.00
4	Astri Dina WP	21	70.00
5	Budi Dwi Cahyadi	20	66.67
6	Desi Indriati U	22	73.33
7	Dhea Anastia P	23	76.67
8	Fauzi Ahmad F	20	66.67
9	Dwi Puji Astutik	21	70.00
10	Dyna Probo Mukti	18	60.00
11	Edia Fitri D	22	73.33
12	Eli Dwi Lestari	22	73.33
13	Endang Dwi K	22	73.33
14	Enik Risnawati	23	76.67
15	Faisal Azis Ibrahim	17	56.67
16	Feni Wulandari	22	73.33
17	Fitari Dwi Forestian	20	66.67
18	Franky Adi Candra	18	60.00
19	Gilang Nur Sandhi	18	60.00
20	Helmi Febriani	21	70.00
21	Imaniar Elsaf Z..M	21	70.00
22	Ita Lestari	19	63.33
23	Joko Eko Fauzi	19	63.33
24	Juwita Feni P	24	80.00
25	Khoirotun Anisa	21	70.00
26	Khusnul Khotimah	17	56.67
27	Kristianingsih	24	80.00
28	Maulida Syafira	22	73.33
29	Nona Laiqotul Hima	17	56.67
30	Rifqi Rivaldi Ridwan	15	50.00
31	Riski Dwi Fiyanti	20	66.67
32	Roby Andrea Putra	18	60.00
33	Rosyida Baiduri	24	80.00
34	Septaria Riski	21	70.00
35	Sri Retnoningsih	21	70.00
36	Suwito Sudarwanto	19	63.33
37	Tiara Eska	18	60.00
38	Tirta Adi Winata	25	83.33
39	Titin Suharyanti	20	66.67
40	Veni Astarti	17	56.67
41	Vivin Ayu T	23	76.67
42	Willy Susanto	18	60.00
43	Windy Firda A	22	73.33
44	Wira Dian J	21	70.00
45	Yeni Herliana	21	70.00
46	Yuni Alifatul C	21	70.00
47	Yuni Emitasari	21	70.00
48	Zain Fathoni	26	86.67



DEPARTEMEN PENDIDIKAN NASIONAL  
UNIVERSITAS JEMBER <sup>Appendix 11</sup>

Fakultas Keguruan dan Ilmu Pendidikan

Alamat: Jl. Kalimantan III/3 Kampus Tegal Boto Kotak Pos 162 Telp./Fax (0331)334988 Jember 68121

Nomor **1890**/J 25.1.5/PL 5/200...

Jember,.....,2004

Lampiran: Proposal

Perihal : Ijin Penelitian

Kepada : Yth. Kepala SMPN 1 Kencong

di.- Kencong

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Jember menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : Mohammad Ali Wafan

Nim : 990210401146

Jurusan/Program : Bahasa dan Seni/Bahasa Inggris

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan penelitian dilembaga saudara dengan judul:

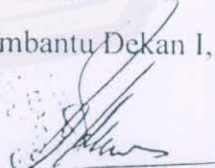
*A descriptive study on reading comprehension achievement of the second year students at SMPN 1 Kencong in the 2003/2004 academic year*

Sehubungan dengan hal tersebut kami mohon perkenaan saudara agar memberi izin, dan sekaligus bantuan informasi yang diperlukannya.

Demikian atas perkenaan dan kerjasamanya kami mengucapkan terima kasih.

a.n. Dekan

pembantu Dekan I,

  
Drs. H. Misno AL., M.Pd  
NIP. 130 937 191

DEPARTEMEN PENDIDIKAN NASIONAL  
KANTOR WILAYAH PROPINSI JAWA TIMUR  
SMP NEGERI 1 KENCONG  
Jalan Krakatau No. 78 Kencong Jember

Appendix 15

SURAT KETERANGAN

Nomor : 421.3/067/436.318.12/2004

Yang betanda tangan di bawah ini:

Nama : H. AHMAD DJAMANUDDIN, S.Pd.  
NIP : 130 325 582  
Pangkat/Gol : Pembina, Tk. I, IV/b  
Jabatan : Kepala Sekolah  
Unit Kerja : SMPN 1 Kencong

Dengan ini menerangkan bahwa :

Nama : Mohammad Ali Wafan  
Nim : 090210401146  
Fakultas : Keguruan dan Ilmu Pendidikan  
Jur/Prog : B&S / P. Bahasa Inggris

Bahwa yang bersangkutan telah melaksanakan penelitian di SMPN1 Kencong dengan judul " A Descriptive Study on Reading Comprehension Achievement of The Second Year Students at SMPN 1 Kencong in the 2003/2004 academic year"

Demikian surat keterangan ini dit agar dipergunakan sebagaimana mestinya.

Kencong, Juni 2004  
Kepala Sekolah,



H. AHMAD DJAMANUDDIN, S.Pd.

130 325 582

DEPARTEMEN PENDIDIKAN NASIONAL  
UNIVERSITAS JEMBER  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

## LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

Nama : MOHAMMAD ALI WAFAN.....  
 NIM/Angkatan : 990210401146/1999.....  
 Jurusan/Prog. Studi : PEND. BAHASA DAN SENI/ BAHASA INGGRIS.....  
 Judul Skripsi : A DESCRIPTIVE STUDY IN READING COMPREHENSION  
 ABILITY ON THE SECOND YEAR STUDENTS AT SMPN  
 1 KENCONG IN 2003/2004 ACADEMIC YEAR.....  
 Pembimbing I : Drs. I. PUTU SUKMANTARA, MEd.....  
 Pembimbing II : EKA WAHYUNINGSIH, SPd.....

### KEGIATAN KONSULTASI

No	Hari/Tanggal	Materi Konsultasi	T.T Pembimbing
1	Senin/23-2-2004	matrix	<i>[Signature]</i>
2	Senin/1-3-2004	Revisi Matrix	<i>[Signature]</i>
3	Kamis/18-3-2004	Bab I	<i>[Signature]</i>
4	Kamis/1-4-2004	Revisi Bab I	<i>[Signature]</i>
5	Kamis/15-4-2004	Bab II	<i>[Signature]</i>
6	Kamis/29-4-2004	Revisi Bab II	<i>[Signature]</i>
7	Senin/10-5-2004	Bab III dan Instrumen	<i>[Signature]</i>
8	Senin/24-5-2004	Rev. Bab III dan Instrumen	<i>[Signature]</i>
9	Kamis/29-7-2004	Bab IV dan Bab V	<i>[Signature]</i>
10	Kamis/26-8-2004	Rev. Bab IV dan Bab V	<i>[Signature]</i>
11			
12			
13			
14			
15			

#### Catatan:

1. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi
2. Lembar ini harus dibawa sewaktu Seminar Proposal Skripsi dan Ujian Skripsi

LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

Nama : MOHAMMAD ALI WAFAN .....  
 NIM/Angkatan : 090210401146/1999 .....  
 Jurusan/Prog. Studi : P. BHS. INGGRIS/ PB&S .....  
 Judul Skripsi : A DESCRIPTIVE STUDY IN READING COMPREHENSION  
 ACHIEVEMENT ON THE SECOND YEAR STUDENTS AT SMPN 1  
 KENCONG 2003/2004 ACADEMIC YEAR .....  
 Pembimbing I : Drs. I. PUTU SUKMANTARA, MEd .....  
 Pembimbing II : EKA WAHYUNINGSIH, SPd .....

KEGIATAN KONSULTASI

No	Hari/Tanggal	Materi Konsultasi	T.T Pembimbing
1	Selasa/24-2-2004	Matrix	Ka
2	Selasa/2-3-2004	Revisi Matrix	Ka
3	sabtu/20-3-2004	Bab I	Ke
4	Sabtu/3-4-2004	Revisi bab I	Ka
5	Sabtu/17-4-2004	Bab II	Ka
6	Sabtu/1-5-2004	Revisi Bab II	Ka
7	Selasa/11-5-2004	Bab III dan Instrumen	Ka
8	Selasa/25-5-2004	rev. bab III & Instrumen	Ka
9	sabtu/31-7-2004	Bab IV dan Bab V	Ka
10	Sabtu/28-8-2004	Rev. Bab IV dan Bab V	Ka
11			
12			
13			
14			
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Catatan:

1. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi
2. Lembar ini harus dibawa sewaktu Seminar Proposal Skripsi dan Ujian Skripsi

### Identifying Main Idea

Main idea is the point of the whole paragraph makes. It is usually expressed in one sentence. The sentence that expresses the main idea is called the topic sentence which can be located anywhere in the paragraph. However, there are several position where it is most likely to be found. The positions are in the first sentence, in the last sentence, in the middle of the paragraph, in the first and last sentences. For example:

#### A. In the first sentence.

The good listener, in order to achieve the purpose of acquiring information, is careful to follow specific steps to achieve accurate understanding. First, whenever possible the good listener prepares in advance for the speech or lecture he or she is going to attend. He or she studies the topic to be discussed and finds out about the speaker and his or her beliefs. Second, on arriving at the place where the speech is to be given, he or she chooses a seat where seeing, hearing, and remaining alert are easy. Finally, when the speech is over, an effective listener reviews what was said and reacts to and evaluates the idea expressed.

(Adopted from: McWhorter, 1986:111)

In this type of paragraph, the author states the main idea at the beginning and then supported through the paragraph.

#### B. In the last sentence.

Whenever possible the good listener prepares in advance for the speech or lecture he or she is going to attend. He or she studies the topic to be discussed and finds out about the speaker and his or her beliefs. On arriving at the place where the speech is to be given, he or she chooses a seat where seeing, hearing, and remaining alert are easy. And, when the speech is over, he or she reviews what was said and reacts to and evaluates the idea expressed. Thus, an effective listener, in order to achieve the purpose of acquiring information, takes specific steps to achieve accurate understanding.

(Adopted from: McWhorter, 1986:112)

In this type of paragraph, the author states the main idea at the very end. That is, the writer provides supporting evidence for main idea first, and states it.

#### C. In the middle of the paragraph

Whenever possible the good listener prepares in advance for the speech or lecture he or she is going to attend. He or she studies the topic to be discussed and finds out about the speaker and his or her beliefs. An effective listener, as you are beginning to see, takes specific steps to achieve accurate understanding of the lecturer. Furthermore, on arriving at the place where the speech is to be given, he or she chooses a seat where it is easy to see, hear, and remain alert. Finally, when the speech

is over, the effective listener reviews what was said and reacts to and evaluates the ideas expressed.

(Adopted from: McWhorter, 1986:112)

In this case, the author builds up the main idea, states it in the middle of paragraph, and then goes on with further elaboration and detail.

**D. In the first and last sentences**

The good listener, in order to achieve the purpose of acquiring information, is careful to follow specific steps to achieve accurate understanding. First, whenever possible the good listener prepares in advance for the speech or lecture he or she is going to attend. He or she studies the topic to be discussed and finds out about the speaker and his or her beliefs. Second, on arriving at the place where the speech is to be given, he or she chooses a seat where seeing, hearing, and remaining alert are easy. Finally, when the speech is over, he or she reviews what was said and reacts to and evaluates the ideas expressed. Effective listening is an active process in which a listener deliberately takes certain actions to ensure that accurate communication has occurred.

(Adopted from: McWhorter, 1986:112)

In this type of paragraph, the author uses two sentences to state the main idea. He or she states the main idea at the beginning of the paragraph, then explains or supports idea, and finally restates the main idea at the very end.